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ABSTRACT

Characteristics and attitudes of 1970-71 Alaska Native school dropouts were surveyed in order to answer questions relative to: (1) factors influencing dropouts; (2) students' occupations since leaving school; (3) student preferences relative to future plans; (4) social services received by students since leaving school; and (5) kinds of additional services provided students since leaving school and characteristics of students wanting additional services. The chi square test was employed at a significance of .05. Comparison of the 1970 study with a comparable 1969 study indicated that a degree of reliability had been achieved, though some significant differences were found, for the 1970 dropouts were: (1) less often Southeast Indians; (2) more often from boarding programs; (3) reporting more homesickness; (4) less often reporting return to school as a first choice/definite plan for the coming year; (5) more often expressing a desire to talk to someone about their future. Three null hypotheses were rejected, revealing that there were significant differences between: (1) students attending schools at home and those attending schools away from home; (2) dropouts planning on returning to school and those with other plans; (3) dropouts who had been arrested and those who had not been arrested. (JC)

This Group Research Project for the

Master of Social Work Deg. ee

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ALASKAN NATIVE DROPOUTS

A COMPARISON OF THE CHARACTERISTICS OF 332 ALASKAN NATIVE STUDENTS WHO DROPPED OUT OF SCHOOL DURING THE ACADEMIC YEAR 1970-1971

by

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A group research project submitted to the faculty of the Graduate School of Social Work, University of Utah, in partial fulfillment of the requirements for the degree of

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The writers wish to express appreciation to the various Bureau of Indian Affairs agency offices in Alaska for their cooperation in the project.

Last of all we wish to acknowledge the cooperation of the 332 Alaskan Native students interviewed, without whose assistance the project could never have been completed.

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ABSTRACT

The Problem and Purpose

Very little research has been done related to the Alaskan Native student who dropped out of school. This lack of research coupled with the fact that the number of native dropouts was increasing, prompted the Juneau Area Office of the Bureau of Indian Affairs, Social Service Division and the Alaska State Department of Education to encourage and support this project to study native dropouts, their needs, and the reasons they left school. The first study was conducted on the Alaskan Native dropouts in the years 1969-1970. To provide further information in this area and to provide a test of reliability on the 1969-1970 study, this study was conducted on the 1970-1971 Alaska native dropouts.

The purpose of this study was to determine characteristics and attitudes of the Alaskan Native student dropout, focusing on the following questions:

1. What factors influenced dropping out of school?
2. What had the dropout been doing since leaving school?
3. What would the dropout like to be doing and what were his future plans?
4. What social services had the dropouts received from the various

social service agencies since leaving school?

5. What kinds of additional services were provided, and what were the characteristics of those who wanted additional services?

Subjects

The project included 722 Alaskan Native students who left school during the 1970-1971 school year. A total of 337 dropouts were studied or 46 percent of the population.

Methodology

This project was undertaken through the Graduate School of Social Work, University of Utah. Research was completed and compiled under the direction of Dr. Kenneth A. Griffiths.

This was a continuation of a study made of Alaskan Native high school dropouts during the summer of 1970. This research project was conducted during the summer of 1971 by a team of 12 student researchers from the University of Utah. The studies' population consisted of 337 native student dropouts. The data were compiled and tabulated by use of the computer at the University of Utah. Areas of interest were selected by each researcher who formed his own hypothesis concerning a specific dichotomy and assumed responsibility for analysis of that data. The chi square test was used with significance reported at the .05 level.

Conclusions and Findings

A breakdown of the general characteristics of the population studied revealed 51.8 percent to be Eskimo; 7.5 percent Aleut; 14.2 percent Southeast Indian (Tlingit, Haida, etc.); 16.0 percent Interior Indian; and 9.6 percent mixed.

The Alaskan Native high school dropout was equally as likely to be male as female; was approximately 17.8 years old; and had 6.0 brothers and sisters. Over 50 percent were single, as opposed to married; had lived most of their lives with both natural parents; came from a village of less than 500; were sophomores or juniors at the time they left school; had been arrested one or more times; were helping at home the majority of time they were out of school; had a brother or sister who also dropped out of school; and had not had any trouble as a result of the use of alcohol.

The Alaskan Native dropout had a variety of reasons for leaving school. The largest single reason excluding the response of "other" was "not liking school," 15.4 percent. Data showed October to have the largest percentage of dropouts, 17.5 percent, with December being next with 13.0 percent.

There were areas of significant difference in the 1970 dropout population as compared to the 1969 population. Less reported themselves as being Southeast Indian. More were attending boarding programs and

more reported homesickness as a factor in the decision to leave school. Fewer students reported their first choice of definite plans for the next year to be returning to a regular school program, although more reported this alternative as their second choice. More students expressed a desire to talk to someone further about their future plans.

An evaluation of general characteristics of the students interviewed in this study suggested that the sample was representative of the Alaskan Native dropout population for the school year 1970-1971.

The lack of numerous significant differences between the findings of this study and the 1969-1970 Alaskan Native dropout study indicated that a degree of reliability has been achieved in the research.

A Comparison of Students Attending Schools at Home and Students Attending Schools Away from Home

The null hypothesis that there were no significant differences between at home respondents and away from home respondents was rejected. The following areas of significant differences were noted:

1. More AH respondents reported troubles with teachers as a reason for leaving school than AFH respondents.

2. More AFH respondents felt troubles where they lived contributed to their leaving school than AH respondents.

3. More AH respondents reported a dislike for school as a reason for leaving school than AFH respondents.

4. More AFH respondents stated that homesickness was a reason for leaving school than AH respondents.

5. More AFH respondents felt that troubles with students was a reason for their leaving school than AH respondents.

6. More AFH respondents dropped out of school from September to December and less dropped out from January to May than AH respondents.

7. More AFH respondents occupied the major part of their time "helping at home" since leaving school than AH respondents.

8. More AH respondents occupied the major part of their time being employed since leaving school than AFH respondents.

9. More AFH respondents felt that their ability to do well in school was holding them back from doing what they would like to do for a living than AH respondents.

10. More AFH respondents reported that what they did had little effect on what happened to them than AH respondents.

11. More AFH respondents felt there was little use in studying hard because you got the same grade anyway than AH respondents.

12. More AH respondents felt that life as most people live it was really meaningless when compared with AFH respondents.

Dropouts Planning on Returning to Regular School Compared to Dropouts with Other Plans

The null hypothesis was rejected because significant differences were found when the respondents who planned to return to regular school were compared to those who did not plan to return to regular school. The following areas of significant differences were noted:

1. The dropouts who did not plan to return to regular school were older.
2. More dropouts who did not plan to return to regular school were married.
3. The dropouts who planned to return to regular school had a more positive attitude towards education.
4. Dropouts who planned to return to regular school left school originally in an earlier grade.
5. More dropouts who planned to return to regular school had at least at one time re-entered school after leaving.
6. More dropouts who did not plan to return to regular school did not like school.
7. More dropouts who planned to return to regular school would prefer to return to schools in Alaska if they had to do it over again.

8. The dropouts who did not plan to return to regular school rated themselves lower in overall ability in comparison with their classmates.
9. The dropouts who did not plan to return to school earned more money since leaving school.
10. There were significant differences between those dropouts who planned to go to vocational school and both those dropouts who planned to return to regular school and those dropouts who planned otherwise.

Arrested Compared to the Not Arrested Group

The null hypothesis was rejected because significant differences were found when the school dropouts who had been arrested were compared to those who had not been arrested. Significant differences existed in the following areas:

1. More males than females had been arrested.
2. More Eskimos had been arrested than any other group.
3. More of the arrested group came from urban communities of over 500 population.
4. The group with more arrests provided some means of support to their family.

CHAPTER I

INTRODUCTION

Statement of the Problem

Concern over student dropouts has not been a new phenomenon in the United States. As early as 1872 a paper entitled, "The Early Withdrawal of Pupils from School: It's causes and remedies," was published. Since this early date overwhelming numbers of articles on opinion and research in this area of student dropouts have been published. A quick glance at the literature revealed 800 references published before June, 1965 (Varner, 1967, p. 5).

Perhaps because of this early concern over the school dropout, voluntary withdrawal has declined from about 70 percent in 1920 to 25 percent in 1960. Projection of this curve showed that voluntary dropout rates should level off more or less permanently at about 15 percent in 1975. These statistics were obscured somewhat by students who changed schools and communities without adequate transmission of records, mortalities, severe physical disabilities, late blooming mental retardates as well as youth suffering emotional disturbances and delinquency (Dentler, 1968, p. 3). Reflecting upon these statistics then, one may be tempted to ask, "why the concern?" The concern became evident when viewed within the social and

5. More of the school dropouts in the arrested group had some agency contact.

A Comparison of Dropouts from Rural Communities with Dropouts from Urban Communities

The null hypothesis that there was no significant difference between the dropouts from an urban community as opposed to those dropouts from an urban community were rejected. The following areas of significant differences were noted:

1. More rural dropouts were raised by and were presently living with both natural parents.
2. The family of the rural dropout followed the more traditional way of life.
3. More rural dropouts left school by parents request, homesickness, and trouble with other students.
4. Parents of the urbanites wanted their children to attend trade, business or schoolege slightly more.
5. The ruralites felt that being native held them back from doing what they wanted.
6. Drugs and alcohol were more common and caused more problems for the urban community.

and economic perspective of today. Schreiber explained the growing emphasis being placed upon dropouts problem in this way: "Society's concern buttressed by rising rates in live births, unemployment, delinquency, youth crime and welfare costs have catapulted it forward and made it one of education's major problems" (Schreiber, 1965, p. 8). Lucius Cervantes (1966) in his book The Dropout Causes and Cures, called them the "New Minority" and suggested that it was quite plausible the minority of tomorrow, the high school dropouts, would have more difficulty climbing out of the basement of their poverty than had the minorities of the past. The evidence of the future economic impasse for the educationally deficient youth was grasped by a casual glance at the want ads section of a daily newspaper. What jobs were available to the youth without a high school diploma (Cervantes, 1966, p. 1). Strom stated the problem at that time was the smaller demand for the kinds of work dropouts could perform (Varner, 1967, p. 6).

Automation indeed has played a crucial role in the reduction of job opportunities for the school dropout who invariably fell in the unskilled area.

The Secretary of Labor W. Willard Wirtz stated that the inability of our economy to absorb the dropout was one of the most explosive social problems in the nation's history (Cervantes, 1966, p. 5). Ofttimes with emotionally laden material we tend toward hyperbole in our expressions and interpretations. Inspite of these human discrepancies, it was felt there was a problem -- a problem of a high enough priority to deserve our attention.

The author certainly did not feel that reduction of the number of school dropouts is the panacea for all our social and economic problems of today. High school graduation was not a sine qua non for a productive life in our society. Notwithstanding, it did play an important role in assuring personal and societal well being. Consider the following statement by our former President Lyndon B. Johnson in his Educational Message to Congress, January 12, 1965:

> Every child must be encouraged to get as much education as he has the ability to take. We want this not only for his sake -- but for the nation's sake. Nothing matters more to the future of our country; not our military preparedness --for armed might is worthless if we lack the man power to build a world of peace; not our productive economy -- for we cannot sustain growth without trained manpower -- not our democratic system of government -- for freedom is fragile if citizens are ignorant (Varner, 1967, p. 5).

Keeping this slice of the "American Dream" well in mind, attention was directed to the dropout situation in our newest state to the Union, Alaska.

First of all we took a quick look at the educational system for Alaskan Natives. The focus of this study was directed to the dropout rates among Alaksan Natives.

No kindergartens were operated by the Bureau of Indian Affairs or the state of Alaska. Six-year-olds in nearly all Bureau schools entered a beginner's class, so they were seven before they entered the first grade. In almost all villages educational opportunities were not available past the eighth grade. In some of the smaller, more isolated villages, they ended

at the sixth and seventh grades. If village children were desirous of attending junior or senior high school most of them had to make long trips from their native villages to do so. Because of the prohibitive transportation costs most of the students spent the whole school year (nine months) at school, unable to return home even for Christmas. The following will give one an idea of the diversity of schools attended by village high school students.

In 1970-71 there was a total of 1,176 students attending B.I.A. boarding schools. Approximately 322 attended state boarding schools and approximately 1050 participated in the state boarding home program. This comprised a total population of approximately 2,548 away from home students. The at home students in 1970-71 were broken down into two groups; those students attending Alaska public high schools and those attending B.I.A. day schools. The state boarding home students were subtracted from the public school statistics to give us an accurate count of at home students for 1970-71. A look at the figures revealed that approximately 2107 native AH students attended public high schools and 198 attended B.I.A. day schools.

Transfer of Bureau schools to the state on a region by region basis was agreed upon as a goal by the state and federal government and has continued to take place (Federal Field and Planning, Alaska, 1968, pp. 65-67). This has been a slow process. The state has on the drawing board plans for numerous regional high schools. This has potential (according to the

opinion of the authors) of providing a tremendous boost to the educational system for Alaskan Natives. Unfortunately it will be years before these plans materialize.

There was no doubt that tremendous strides had been made in the educational picture of Alaskan Natives. In the school year ending mid-1967 there were 18,067 Native young people enrolled in schools in Alaska. Nearly two thirds were attending schools in villages -- places whose population was composed of half or more Natives. There were 6,207 enrolled in 82 schools operated by the Bureau of Indian Affairs and 2,381 enrolled in 48 schools directly operated by the state. Others were enrolled in schools operated by independent school private or denominational groups, or by the state under Johnson-O'Malley or Fish and Wildlife funding (Federal Field and Planning Alaska, 1968, p. 18).

In the school year ending 1971 there were approximately 4,853 native young people attending high school. It was quite obvious that educational levels were rising as educational opportunities increased. No statewide survey had been made since 1960, but recent data compiled for antipoverty programs for 21 villages showed 31 percent of Alaskan Natives 25 years old or older who have completed the eighth grade or more of school -- contrasted with only 11 percent statewide in 1960. The number in boarding schools had nearly tripled since 1960.

In spite of these gains the overall educational level remained low,

and was further complicated by the high dropout rates. The following statistics bear this out. A study in 1962 by W. D. Overstreet indicated that less than 40 percent of the native children in Bureau Schools in 1955 had graduated from the eighth grade by 1962. This was twice the rate for non-natives in Alaska. No current picture of secondary school-age Native children not in school existed, but a 1962 study showed only 34 percent of Native people aged fourteen to nineteen to be enrolled in secondary schools. Others had dropped out or were in lower grades (Federal Field and Planning, Alaska, 1968, p. 67).

It seemed evident from this brief statistical review that more progress was needed if Natives in Alaska even hoped to be able to participate in the "American Dream."

Purpose of Study

Sensing then the urgent need for not only a quantitative but qualitative increase of Alaskan Native participation in the educational system, we identified our purpose in this study to be the discovery of those factors which played a causal role in said dropouts among Alaskan Native high school students. In order to achieve this goal the study was organized to answer the following questions:

1. What were the major characteristics of Alaskan Native dropouts?
2. What factors influenced dropping out of school?

3. What has the student been doing since leaving school?

4. What would the student like to do and what were his future educational plans?

5. What social services had the students received since leaving school?

It was hoped that the results of this study would provide a supportable and valid basis from which to make recommendations to the Bureau of Indian Affairs and the Alaska State Department of Education, which would perhaps not only more fully fulfill the needs of high school dropouts, but also assist in the reduction of dropouts by preventive programs.

Definition of Terms

The following definitions were adopted for the study:

Alaskan Native: This term was used to denote Aleutian, Eskimo, and the variety of Indian tribal groups living within the geographic boundaries of the State of Alaksa.

B.I.A.: An abbreviation for the Bureau of Indian Affairs of the Department of the Interior.

School dropouts, dropouts, school leavers: Terms which will be used interchangeably in reference to the Alaskan Native high school students who left school during the school year 1970-71.

N.Y.C.: An abbreviation for Neighborhood Youth Corps of the Department of Labor.

Sample: Will refer to the Alaskan Native dropouts interviewed. Represented 46 percent of the Native population which dropped out during the school year 1970-71.

Limitations

The validity of the instrument (questionnaire) used to complete the study certainly would have been increased by the introduction of a control group of students who did not drop out of school. By the use of a control group the isolation of real causal factors in why students drop out of school could have been achieved with greater validity.

The question as to whether the questionnaire was discriminatory enough to really isolate specific reasons why students dropped out of high school is a real one. The authors asked themselves if the section of questions devoted to getting at "why the students dropped out of school" was extensive enough. The authors felt the questionnaire suffered somewhat in not having a more in-depth, specific analysis of reasons for dropping out of school.

Another area of concern to the researchers was that of the standardization of the administration of the questionnaire. This might have had an effect on the reliability of the results. The questionnaire was administered under a variety of circumstances and conditions due to the nature of the population. Notwithstanding, utmost care was taken to insure reliability.

CHAPTER II

REVIEW OF THE LITERATURE

One of the major goals of our American democracy has been that of providing education for all. Although education has been compulsory and freely available, a large number of students drop out of school before obtaining a high school diploma. The dropout problem at the time of this writing was one of great concern at both the local and national levels. National concern has resulted in numerous studies on the dropout problem.

At the time of this writing one-third of all youths would never finish high school, a total of almost one million every year. Regardless of how productive and affluent the United States may be, it cannot afford to have a dropout problem of that magnitude. In President John F. Kennedy's State of the Union message to Congress on January 14, 1963, he said: "The future of any country which is dependent on the will and wisdom of its citizens is damaged, and irreparably damaged, whenever any of its children is not educated to the fullest extent of his capacity . . . " (Schreiber, 1964, p. 1).

It has been evident that the dropout problem was not the same everywhere in the United States. The dropout rate also showed changes between high schools in the same school system.

> This rate varies considerably from region to region -- by degree of urbanization, by character of community, and the life. . . . Conditions vary tremendously from community to community and have marked effects on dropout rates (Schreiber, 1964, p. 11).

The school dropout has exhibited a variety of behavior patterns. Cassel and Coleman described the following characteristics of dropouts from the secondary-school point of view: The school dropout has failed in one or more school years, usually the first, second, eighth, or ninth grades. He was a year or more behind in reading or arithmetic. He has had poor school attendance and numerous truancies. The dropout has had little or no participation in extracurricular school activities. He expressed little interest in school or learning. He had strong resentment toward school control. The dropout had few friends and associates and was not liked by his peers. He was distrustful and resentful toward adults. He had feelings of not belonging. The dropout had no personal goals for achievement. He was 16 years of age or older (35 percent at 16, and 27 percent at 17). Physically he was either quite small or rather large for his age group. He usually came from a weak, broken, or low income family. Education of parents was usually below the eighth grade level. The attitude of his parents towards his graduation was negative (Williams, 1963, pp. 11-12). No school dropout had all of the above characteristics; however, he did have more than one of them.

The reasons for dropping out of school varied among the dropouts. As such, they should not be stereotyped as a school failure, a delinquent,

a discipline case, or any other form of labeling which many people have placed upon the high school dropout (Schreiber, 1967, p. 4). These reasons for dropping out of school had resulted in many studies. Levine, in his studies stated:

> Potential dropouts have economic problems, health problems, and academic problems. They may live in home situations that exert too many pressures against their own desire to succeed. Some families, also for a variety of reasons, may openly encourage their children to stop going to school. The community may offer no real and visible reasons to support the idea that education is important (Levine, 1970, p. 10).

Attempts at changing the dropout without doing anything about the causes was no solution. Research had made attempts at discovering ways of keeping the potential dropout in school. However, there were no easy solutions. One way of reaching out to the dropouts was for the schools to take lower class life seriously as a condition, not just as a contemptible and humiliating experience from which every decent boy and girl would like to escape. The schools would have to accept their language, dress, and values as a means of helping them to explore the meaning of their own lives (Schreiber, 1964, p. 38).

Impact of the Problem

More than fifteen years ago when jobs were abundant, people frequently held a variety of jobs until they found the one they wanted to keep. Because of the numerous jobs available to those who wanted them, dropping

out of school was not a problem for the labor market. There were some jobs which the dropout knew he could not obtain, however, opportunities were available for learning a skilled trade through an apprenticeship or on-the-job training (Green, 1966, p. 10).

At the time of this writing, a high school diploma was generally required to receive an apprenticeship. Fewer job opportunities were available for the dropout. The increase in automation and technological change has greatly reduced the number of jobs for dropouts (Schreiber and Kaplan, 1964, p. 84). Finding employment was a difficult task. Many employers had the opinion that if these young people could not adjust to school situations, they would not adjust to authority and supervision on the job (Miller, 1964, p. 27). A large number of high school graduates were available and employers were more willing to choose them as a better risk than the high school dropout. Jobs which school dropouts managed to obtain were less favorable to those of the high school graduate. The high school dropout was at a disadvantage when compared to the high school graduate. Not only in securing a job, but also learning new skills became more difficult. He did not receive as much satisfaction from his leisure time, and he earned less money (Folger, 1965, p. 14).

> Today, the high school dropout quickly finds out that he is not wanted by industry. Instead of a job, he has a promise of long periods of unemployment interspersed with short periods of working at dead-end unskilled jobs for low wages (Schreiber, 1967, p. 3).

An individual's income usually coincided with his educational attainment. The more education a person received the higher would be his earning power.

In 1966, The United States Census Bureau pointed out that an individual who has completed one to three years of high school could possibly earn $37,000.00 more than some who dropped out of school after the eighth grade. Whereas the individual who had a high school education could improve his lifetime earnings by another $37,000.00 (U. S. Bureau of Census, 1968, p. 9).

Other differences are well known between those who graduated from high school and those who dropped out other than the earning power which each could hope to obtain. It was found in the type of job they obtained. A study on this subject revealed the following: The comparison of job occupations available for the high school graduate of 1964 and those who dropped out in the same year showed that more male graduates much more often than male dropouts ages 16-21 were employed in white collar jobs, and that a greater percentage of dropouts were employed in the blue-collar jobs than were those of the high school graduate. Completion of high school did not improve the employment rate for the nonwhite youths as much as for white graduates. Of the 1964 white male high school graduates 29.4 percent were employed in white collar jobs whereas only 7.8 percent of the nonwhite high school graduates were employed in white collar jobs. Among those who did not graduate in 1964, 7.8 percent of the white dropouts were employed in

white collar jobs while 5.4 percent of nonwhite dropouts found employment in this field. The study revealed similar findings in the blue collar category (Bogan, 1965, 1. 10). These studies could best be concluded with the research of Herbert Beinstock when he studied the problem of high school dropouts and job availability. He concluded that: "the fastest expanding occupational sectors are those which typically require the highest degree of education and learning and provide the least in the way of job opportunities for the high school dropout" (Schreiber, 1967, p. 108).

Whether he failed or left school on his own initiative, he had gone so far, and could only go so far into life because the better situations such as social and personal experience were limited to him. He had to settle for less than the high school graduate. The future indicated that it would be increasingly difficult for the high school dropout to find employment.

> During the decade 1960-1970 an unprecedented 26 million young people, with varying degrees of preparation, will pass out of the schools and into the labor market. At least 7.5 million of them will be school dropouts, and 2.5 million of these will have had less than eight years of formal education (Varner, 1967, p. 5)

> During the 1970's, 34 million young workers are expected to enter the American labor force, about 7 million more than during the 1960's. Most of them will be high school and college graduates, but some will be school dropouts (Hayghe, 1970, p. 35).

The ability to absorb these citizens into the job market became both a challenging and frightening adventure. For high school graduates, the future could be considered good. But, for the dropout the unemployment

rate has been steadily increasing. A recent study showed that unemployment was higher among those who left school before graduating and more so among the nonwhite dropouts than those who remained in school and received their high school diploma during the 1967-68 school year. A comparison of individuals age 16-24 found that unemployment among the white male high school graduate was 5.5 percent while the unemployment rate for the nonwhite high school graduate was 10.8, and for the nonwhite high school dropout the rate was 11.3 percent and for the nonwhite high school dropout the rate was 19.4 percent (Perrella, 1969, p. 36).

Dropout studies were in agreement with each other in their findings on the dropout rate and family income. As the family's earning power increased, the individual's chances of graduating from high school also increased. A study of 1969 high school graduates and high school dropouts ages 16-24 revealed that 84 percent of those unmarried youths who graduated from high school came from families whose incomes were $7,500. or more. While 40 percent of unmarried youths, of the same age group who came from families whose income was $3,000. or less graduated from high school. Sixty percent of those who graduated in 1969 came from families with an income of $7,500. or more while 28.1 percent of the dropouts were from families with the same income. The survey also indicated that among those who came from families whose income was $3,000 or less showed that among those who graduated 6.9 percent were from low income families,

while 25.1 percent of the 1969 high school dropouts were from families whose income was $3,000. or less. A comparison between nonwhite high school dropouts and white dropouts from families whose income was $3,000 or less revealed that 34.2 percent of nonwhite and 21.1 percent of the white dropouts came from low income families (Hayghe, 1970, pp. 40-42).

Summary

Many kinds of studies have been conducted in an attempt to discover why young people leave school before graduating. In many cases the dropout himself was probably unaware of his reasons for leaving school. They usually had a job level in mind which did not require much education, they were not interested in school as such, and the school's inability to interest them compounded the problem. Despite the variety of reasons for leaving school, Kruger mentioned two basic reasons why students leave school. These basic reasons were:

> Alienation and disability. They may be alienated or disinterested because they do not care for the physical environment, the organizational goals, the activities, or the personal relationships they perceive at school. Or, they may be unable to succeed academically because of poor mental or physical health (including pregnancy), low scholastic aptitude, pressing financial or social circumstances (including marriage) or disturbing family situations. Some of the most serious disabling factors begin affecting a child during his earliest school years, and if treatment is to be preventive it must begin early (Kruger, 1969, p. 2).

The evidence from the studies clearly indicated that the high school dropout had many disadvantages. He faced a high possibility of unemployment.

When he was employed he usually ended up with the least desirable jobs with low earning power and possibility for high promotions. The nonwhite high school dropout faced higher risks of unemployment.

In October, 1970 the unemployment rate among 16 to 24 year old high school graduates who did not go on to college reached nearly 12 percent while the rate for dropouts reached 22 percent. Nearly one-third of the 16 and 17 year old males in the labor force who had not finished high school were jobless. School dropouts, with a combination of low educational attainment and little if any vocational training, were not prepared to compete in the job market with those who had high school diplomas (Young, 1971, pp. 33-34).

A Review of Alaskan Native Dropout Studies

To begin a review of literature on dropouts in Alaska it was important to establish the fact that there was a significant difference in the dropout rate among nonwhite Alaskans compared with white Alaskans. Through this graph by the U. S. Bureau of Census the extent of this problem may be illustrated.

The median education obtained by nonwhite persons, age 14-24, was slightly over eighth grade, whereas that of white persons was over twelfth grade. Or by stating it differently, 75 percent of whites completed the tenth grade, as compared with 75 percent of the Alaskans who completed sixth grade. Considerable change has occurred, and was occurring in the

educational attainment level in Alaska. This graph was compiled in 1960 but it was probable that figures like this brought into focus the problem and stimulated some of the research to be discussed in this section.

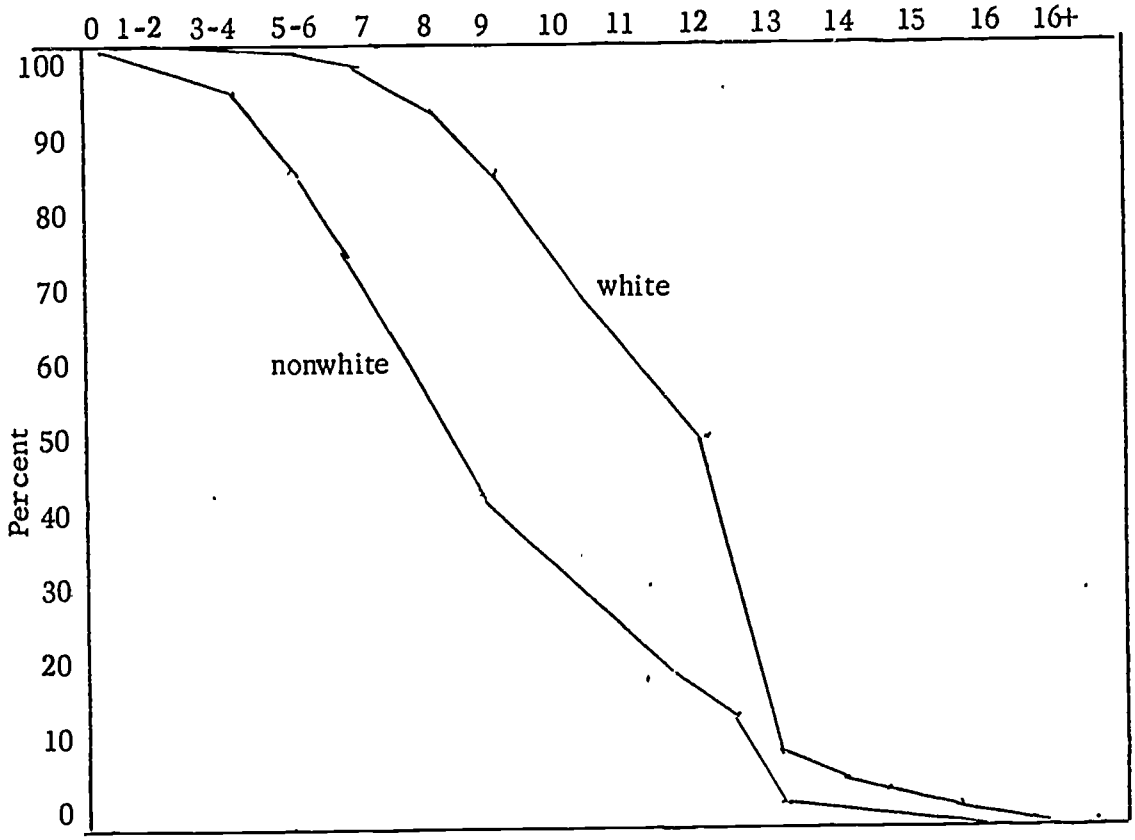

Figure 1. Percentage of white and nonwhite Alaskans age 14-24 attaining various school grade levels. U.S. Bureau of Census, 1960 Alaska Supplement.

The study that first started the ball rolling, though slow, was a report by Charles Ray (Ray, 1959). He discovered from this study that there was a higher dropout rate among natives than nonnatives. With this added incentive Ray went on to publish another study (Ray, 1962),

which proved to be an excellent source of background information for other studies. The procedure in obtaining the results involved drawing a sample of dropouts who left school during the period 1947-1950 and 1959-1960. These dropouts were interviewed along with the questionnaire data. The purpose of the research was to determine: 1) reasons why the students dropped out; 2) what could be done to reduce the numbers of dropouts; and 3) to establish understanding of the conflicts and problems of the Alaskan student.

The results of the study concluded that the reasons why an Alaskan Native dropped out were highly complex and no particular area could be cited as the sole reason for his leaving school. The report went on to say that the environmental differences between school and home conflicted and may have contributed to the problem.

The next item of research came from Snell (1968). This study compared the number of dropouts by natives and nonnatives. The study concluded that significantly more natives than nonnatives left school early, and that natives had a more serious dropout problem. Personal interviews were held which revealed that the loss of interest in school was the main reason for dropping out. The natives felt that the high school diploma wasn't worth the trouble in getting it. Some of them felt that conflict outside the school helped to create problems within the school. It was brought out also that the native students were losing their cultural identity which also may have been contributing to some of his problems.

In exploring the culture aspect Davis mentioned in his master's thesis project some of the cultural problems in Alaska (Davis, 1970). One of his conclusions dealing with education stated that students who spent nine months away from the village and family resented parental restrictive expectations. Methodology used to obtain this data was carried out by an informal casework technique while the researcher was in the native's home.

In looking closer at the problem of culture, in a survey of elementary school teachers in Alaska it revealed the following information; the teachers considered one student in twelve as being retarded, placing cultural problems first on the list of causal factors (Anderson, 1968).

Elias attacked the dropout problem in a broader light in his thesis research project. These questions were looked at: 1) What factors influenced his dropping out of school? 2) What had the student been doing since leaving school and what were his future plans? 3) What social services had the students received from various agencies since leaving school? (Elias, 1971)

The findings concluded the Native school dropout was equally as likely to be male as female; was approximately 17.5 years old and had 6.4 brothers and sisters. Of the dropouts 50 percent came from villages with a population of less than 500 and had lived most of their lives with both natural parents. They had been arrested one or more times; were planning to return to school and had a brother or sister who also dropped out of

school. The Alaskan had a variety of reasons for leaving school, but the largest responses were "other" or "did not like school."

This information was collected by a team of social work students who were stationed in Alaska during the summer. The sample was drawn from a list of dropouts furnished by the State Department of Education. Each native student completed a withdrawal form if he left school before graduation in 1969-1970. A graduate student was sent to interview these dropouts with a structured survey questionnaire.

A follow-up on the Elias study was done by Atchison (1972). The purpose of this study of 93 persistors and dropouts included the following: (1) To find any major characteristics of the samples; (2) to discover the factors which caused the difficulty; (3) to find out future orientation; (4) to discover the amount and type of social services received from the social agencies; (5) to find determining factors in deciding occupation and success; and (6) to explore feelings concerning personal self determination. The researchers set out to accomplish these objectives. A slightly revised Elias questionnaire was used in order to use comparisons of the two studies. The Elias study concentrated mainly on dropouts while the Atchison study used a control group, the persistors, and a sampling of dropouts. The control group included those who had not dropped out of B.I.A. schools. The dropout group consisted of students who had dropped out during 1969-1970. Graduate students in social work at the University of Utah were stationed in

Alaska during the summer of 1971. They conducted interviews using a structured survey questionnaire with these two groups.

Their conclusions were as follows: The persistors came from families where education was deemed of some value, though they indicated poor grades as posing a greater difficulty than the dropout group. The dropouts expressed more difficulty in the elementary grades and many had dropped out in the earlier grades and then came back. The majority of the dropouts left school in the ninth or tenth grade, giving "didn't like school" as the major reason. The dropouts felt their grades were not passing and ranked below average ability. They felt that being a native held them back from doing the things they wanted more than the other group. More dropouts also had no definite future plans and felt they had little control over what happened to them. Eighty percent of both groups reported that they had received no help from social agencies, but more persistors than dropouts reported that they had received much help from the B.I.A.

An interesting master's thesis was written exploring the concept of dependency among Alaskan school dropouts (Hanks, 1972). His conclusions were arrived at by synthesizing the studies of Elias (1971), Snell (1968), and Atchison (1972). Hanks' main objective was to focus on the native Alaskan's dependency upon this parent with dropouts and persistors. He wanted to answer the questions: (1) How is the dropout dependent? (2) How does dependency affect the student dropping out? (3) Is dependency a major

reason why Alaskan natives discontinue school? (4) How does parental influence affect the student dropping out? Hanks' hypothesis was that the Native Alaskan had lost his identity and purpose due to the western cultural influence. The parent felt that he had lost his parental responsibility and cultural identity due to his children being gone so long at school by authority of the government. The parent clung desperately to his child thus fostering dependency. More students living with both real parents reported being needed at home frequently as a reason for leaving school. Being needed at home was an attention-seeking behavior reinforced by maternal protection producing dependency. The relationship of both natural parents seemed to even tighten the dependency need, thus keeping a tighter rein on the children. The dependency of the child was apparent if he dropped out of school merely to alleviate any uneasiness he may have encountered in a school situation to return to a more comfortable family atmosphere. Hanks also linked the dependency concept to homesickness, sense of responsibility, self image, non-aggressiveness, permissiveness, marital aspirations, family problems, authority resentment, and others.

Research has illustrated some important areas to be explored in dealing with the native Alaskan dropout problem. Hopefully other researchers will take on the challenge, for still much research needs to be done.

CHAPTER III

METHODOLOGY

Background Information

The 1971 study of Alaskan Native dropouts was a continuation of a study begun in 1970 by a group of researchers from the University of Utah. The initial study, conducted in the summer of 1970, had as its population all the high school native dropouts throughout the state from the school year 1969-70. The project was developed in cooperation with the Juneau Area Office, Bureau of Indian Affairs.

During the summer of 1971, the Graduate School of Social Work, University of Utah, had twelve students in Alaska. This was five more researchers than during the previous summer. The population of this second study was the native high school dropouts from the year 1970-71. This particular study was run simultaneously with three other research projects. One contacted the same students interviewed the year previously in the form of a follow-up survey. Another interviewed blocks of native students who had stayed in school, forming a control group for the dropout study. Another study was conducted as a follow up survey of the residents of the Fairbanks Alcohol Treatment Center.

The same general research program was used as that implemented by the team a year previously. Again, the project was coordinated by Mr. Gerald Ousterhout, Chief of Area Social Services, Bureau of Indian Affairs, Dr. Kenneth A. Griffiths, Dr. William Farley, and Dr. Boyd Oviatt of the Graduate School of Social Work, University of Utah. Each spent a month, consecutively, in the Juneau area offices, travelling as necessary in the performance of their consulting services to the various projects. K. Lynn Pehrson, MSW, served as research-coordinator. Mr. Pehrson had been a member of the 1970 research team.

Again, the funds for the surveys were made available through area and agency budgets, Bureau of Indian Affairs. Funds were also allocated by the Bureau for key punch and computer expenses. Some monies were made available through University of Utah grant monies for researchers' travel to and from Alaska.

Location assignments were made in the spring, prior to the summer's experience. Researchers were assigned placements throughout the state. Two were placed in the Nome, Bethel, Anchorage, and Juneau agencies. Three were placed in the Fairbanks Agency and one in Ketchikan. The researchers worked out of these agencies for a period of three months, during which time most of the data were collected.

Comparison to 1970 Dropout Study

Procedure and methodology were very similar for the two studies. Efforts were coordinated through the Juneau Area offices, with student researchers placed about the state in the various agencies.

There were only two changes made in the interview schedule (See Appendix B), which was otherwise the same as the preceding summer's. First, a section was added at the end of the questionnaire which focused on drug and alcohol use. This addition was the product of an increased interest and concern with the problem of drug and alcohol use among the native students.

The second change was the addition of a question and referral sheet attached to the back of the questionnaire which asked the students if they would like to talk to someone about their future plans. This question reflected the Bureau's interest in reaching out to these students and actually providing services to them. Each of the researchers had been able to report positive results in a number of cases wherein direct services were influential in bringing students back into a regular school program or into alternative programs. If the students did want help that the researcher was unable to provide in their interview, the form was filled out and left with the appropriate agency, describing the nature of the help needed.

In all other respects, the instrument was the same. The same coding program was used for computer purposes, and the data analysis

was conducted in the same general design.

The Instrument

The instrument was originally constructed at the University of Utah and refined during a June, 1970, meeting in Juneau. Members of the research team along with various consultants met in Juneau to finalize the items and structure of the questionnaire. The instrument was pre-tested by that team, resulting in revisions as deemed advisable. The collective thinking of Bureau of Indian Affairs staff, graduate students, representatives of other involved agencies, and the chairman of the project, produced the instrument in its final, revised form.

The 1971 researchers were introduced to the instrument during a conference held in Anchorage during the week of June 10th. The twelve researchers, with the assistance of Dr. Griffiths and Lynn Pehrson, went through the questionnaire item by item, clarifying any questions which arose. Interpretation of each item was arrived at through consensus. The two days were devoted to coding, instruction for interpretation, and procedures for administration.

It was decided that the entire instrument would be read to each student interviewed. Each student would also have a copy of the instrument so he could read the questions silently as the interviewer read aloud. These decisions were aimed at acquiring a degree of standardization and reliability.

The researchers were able to observe an administration of the questionnaire. A young native girl who had dropped out of school during the previous year consented to come in to the conference and go through the procedure of an interview before the group of researchers. The researchers were able to observe the application of the standardized methods of administration. The questionnaire was read verbatim, and responses were recorded immediately and accurately.

Each researcher was given approximately twenty-five survey instruments to begin with in his or her assigned area. Researchers were able to run off more copies of the schedule as needed in their respective areas. Lists of names of all dropouts which had been reported to the State Department of Education were also made available at this time to those of each of the five agencies. Each list contained the name and village of residence for all dropouts within the agency geographic boundaries. As other names became available to the State Office of Education, additional names were added. Each agency was assigned a sequence of numbers between one and one thousand for computer identification of individual dropouts and separating them into agency areas. (See Table 1.)

Population and Sample

The Alaska State Department of Education was again used as the main resource for obtaining lists of native dropouts. Names were obtained

Table 1

Instrument Numbers and Distribution of Population According to Bureau of Indian Affairs Agencies, Alaska Native Dropout Study, 1970-1971

Agency	Questionnaire Numbers	Original Agency Population	Sample Studied	Percent
Anchorage	001-199	270	81	30
Bethel	200-399	113	69	61
Fairbanks	400-599	132	59	45
Nome	600-799	112	63	
Juneau	800-899	42	21	50
Ketchikan	900-999	53	39	74

of those students who had dropped out during the school year. The Department of Education required a withdrawal form for each student who left any public school in Alaska for any reason during the school year. The Bureau of Indian Affairs also kept similar detailed records on every Alaska native who left any BIA school during the school year. Both sets of records were made available. The population was composed of students with at least 1/4 Alaskan native blood who left school between grades nine and twelve during the 1970-71 school year and who identified themselves as native. A total of 722 native students were reported to have left school

for reasons other than direct transfer during that school year.

It was decided during the June 10, 1971, conference that the researchers would attempt to contact and interview every native student established as a dropout. Drawing from the experience of the researchers of last year, it was expected that there would be some difficulty contacting some of the students during the summer months. It was decided that the researchers should interview every student available, and that randomness would result in those who were located and interviewed. This approach resulted in interviewing 332 students which was 46 percent of the total population.

Analysis of the Data

A conference was held on August 10, 1971, in Juneau, Alaska, which marked the beginning of the analysis process. It was attended by all student researchers, Dr. Boyd Oviatt, and Mr. Ousterhout, with brief visits from other officials of the Bureau of Indian Affairs.

Opportunity was provided during this conference for discussion of impressions of the study and general implications. Some discussioned ensued as to hypotheses which would be interesting to pursue in the formal analysis.

The conference provided a means for coordination of efforts, and interviewers' progress was assessed for each agency. Areas were

identified where extra help would be essential for the completion of the task. Researchers were pulled from the Nome Agency, having completed their efforts there, and placed in the Anchorage and Fairbanks agencies which had the greatest number of students left to contact. This conference also had a focus to establish and coordinate initial efforts on the control group study, which was just being undertaken and was also to be completed by the end of the summer.

After the interviewers returned to Salt Lake City, meetings were held for the purposes of preparing and checking the collected data in preparation for key punching and computer analysis. As with the previous year's analysis, the University of Utah Computer Center was used and dichotomies were developed for analysis. Specific portions of the project were assigned to each group member. Each researcher formed his own hypothesis. The chi square test was used to determine if differences were significant. Obtained differences were considered to be significant if they reached or exceeded the .05 level.

CHAPTER IV

PRESENTATION AND EVALUATION OF DATA

Native dropouts sampled in this research project provided data relating to the following areas: (1) dropout's reason for leaving school, (2) what he had been doing since leaving school, (3) his future educational and vocational plans, and (4) what social service agencies he had been in contact with. Data were also obtained pertaining to the dropout's desire for assistance in making plans for the future, his attitudes and values, and his socio-economic background. The data collected in this research project represented the viewpoint and opinions of the dropouts themselves and did not include the feelings of school officials, parents, or social service agency personnel who were in contact with the dropouts.

The findings of this research project will be presented in the following sections:

1. General characteristics of a sample of Alaskan Native high school dropouts;

2. A comparison of students attending schools at home and students attending schools away from home;

3. A comparison of future plans and goals;

4. Arrested compared to not arrested groups; and

5. A comparison of dropouts from rural communities with dropouts from urban communities.

General Characteristics of a Sample of Alaskan Native High School Dropouts

In this section, the general characteristics of the study sample of 332 dropouts were discussed. All the data presented in this section were obtained from the dropouts in personal interviews.

Age

The mean age of the individuals in this sample was 17.8 years. The youngest individual in the sample was 13 years of age and the oldest was 23 years of age, resulting in a range of 10 years.

Sex

The distribution of males and females in the study was quite equal: 160, or 48.2 percent of the sample being male, and 172, or 51.8 percent of the sample being female. These figures compared favorably to the approximate ratio of males and females in the total population of school-age Native Alaskans, ages 15-19, which was reported to be 49.1 percent female and 50.9 percent male (Federal Field and Planning, Alaska, 1968, p. 8).

Ethnic Origin

In breaking the sample into categories of the various native ethnic groups, it was found that 51.8 percent of those sampled were Eskimo, 7.5 percent were Aleut, 16.0 percent were Interior Indians (Athapaskan), 14.2 percent were Southeast Indian (Tlingit, Haida, etc.), and 9.6 percent were mixed. The 1960 U. S. Census estimated the total Alaskan Native population to be composed of 52 percent Eskimos, 34 percent Indians, and 14 percent Aleuts (Federal Field and Planning, Alaska, 1968, p. 5).

Marital Status

It was found that 8.7 percent of the dropouts were married while 91.3 percent were single. Realizing that all of the dropouts were interviewed less than a year after leaving school, it could be hypothesized that marriage constituted a significant reason for dropping out of school.

Size of Community

The respondents were asked the size of the community in which they lived most of their lives. The point at which the major division occurred was the population of 500. The percentage of individuals who came from a village of 500 or less was 42.5 percent, while the percentage of individuals who lived most of their lives in a village with a population of 500 or more was 57.5 percent. The data presented in Figure 2 described graphically

the size of the community in which the dropouts lived most of their lives.

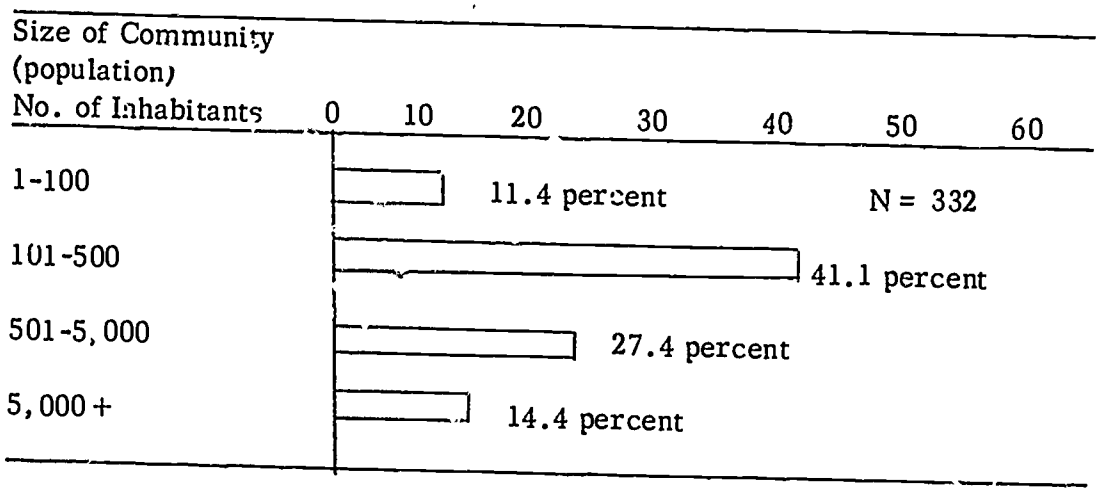

Figure 2. Size of the communities in which the dropouts lived most of their lives, Alaska Native Dropout Study, 1970-1971.

Living Arrangement

More than half the dropouts sampled lived most of their lives with both natural parents, 63.6 percent. However, 12.3 percent lived most of their lives without either natural parent and 24.1 percent lived most of their lives with only one natural parent. By combining the last two statistics, it was found that better than one-third (36.4 percent) of all dropouts sampled lived most of their lives without one or both of their natural parents. These findings suggested that the absence of one or more natural parents in the home where the dropout lived most of his life may be related to an individual's decision to leave school.

Sibling Data

The mean number of children in the house where the respondent grew up was reported to be 6.0 with a range from no other children to 17 other children.

The mean number of brothers and sisters reported to have left school before graduating was 1.2. With 2.4 being the mean for the total number of older siblings, it was interesting that 50 percent of these older brothers and sisters had left school before graduating.

Grade Attending when Left School

In reviewing the responses to this question, it was noted that the two middle years of high school constituted the highest risk for the potential dropouts. Dropouts during the sophomore and junior years totaled 58.1 percent, with 24.1 percent dropping out during the freshman year. Those leaving during the senior year were less with only 13.3 percent leaving. Figure 3 illustrates the grade in which the individuals in this study were enrolled at the time of departure.

Month Left School

The month in which the largest percentage of those sampled left school was October with 17.5 percent. This finding may suggest that the disenchantment which began in September culminated in October. There

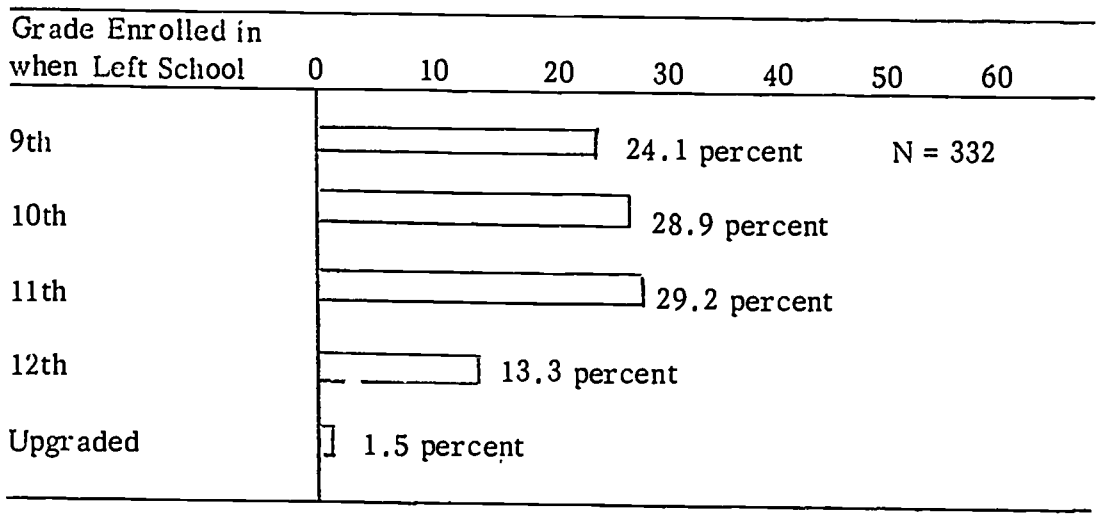

Figure 3. Grade in which the individual was enrolled when he left school, Alaska Native Dropout Study, 1970-1971.

was a patterned decrease through to the month of March in which 12.0 percent left, with further declines in the remaining two spring months. This may suggest that seasonal factors which might influence students to drop out during the spring months were in effect by March. The dropouts were asked in what month they left school and their responses as listed by month were described in Figure 4.

School Preferred

The respondents were asked what type of school they would like to attend had they both the chance and desire to return to school. About 50 percent indicated a desire to attend a BIA school either in or outside Alaska while 37.1 percent indicated a desire to attend a public school either in or

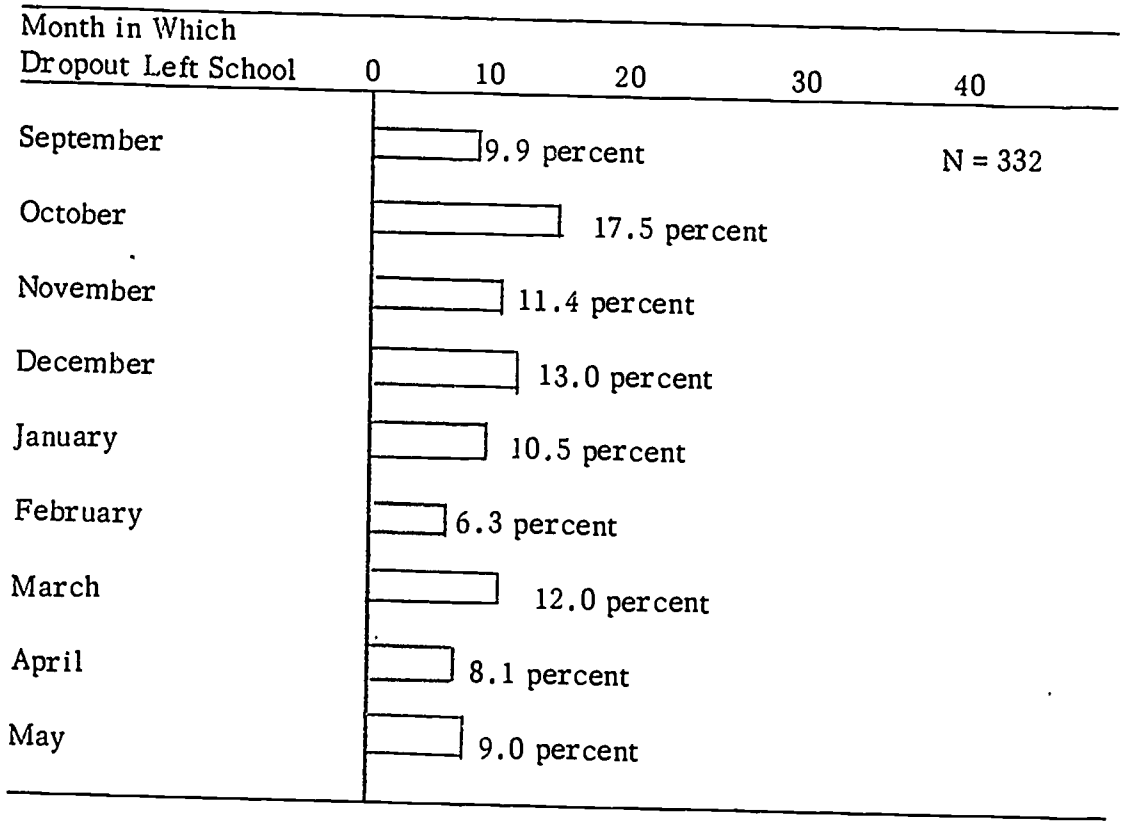

Figure 4. Month in which the individual left school, Alaska Native Dropout Study, 1969-1970.

outside Alaska. The remaining categories of "church school" inside or outside Alaska and "other" were selected by 3.0 percent and 7.8 percent of the cases respectively.

It was interesting to note that only 29.8 percent of those sampled stated that they previously attended BIA supported schools. This indicated a type of preference for BIA schools.

Arrests

Those sampled were asked how many times, if any, they were arrested. Approximately 36.8 percent of the school leavers stated that they had not been arrested while 63.1 percent indicated that they had been arrested one or more times. These findings suggested the possibility of a correlation between problems with the law and problems in school.

Reason for Leaving School

The dropouts were asked to indicate the single most important factor in their decision to leave school. The findings suggested that the dropouts' reasons for leaving school were quite varied. A large proportion of dropouts, 25.3 percent, listed the response "other" as their most important reason for leaving school. This may lead to an investigation of such reasons as marriage or pregnancy as a major contributor to the dropout problem. Data presented in Figure 5 illustrated the alternative answers to the question and the percentage of those individuals who selected that particular alternative.

Future Plans

It was found that the greatest percentage of dropouts (46.4 percent) indicated that their first choice in terms of future plans was to return to school. These findings suggested that if the means and necessary information

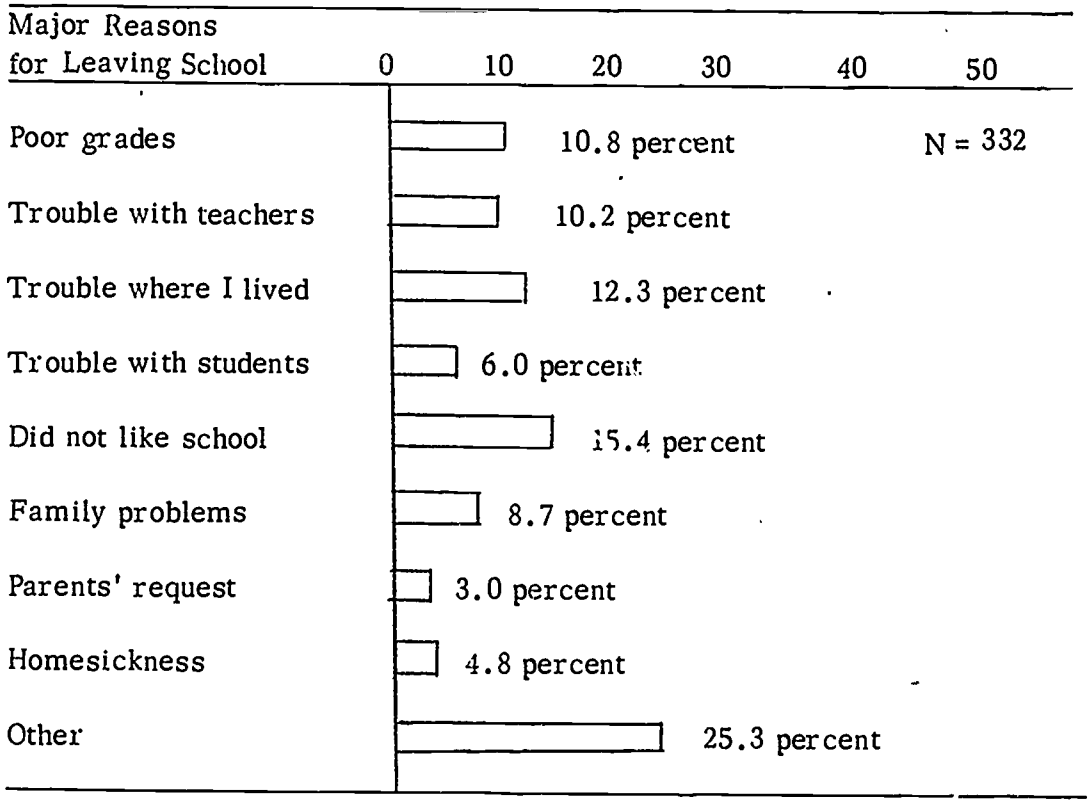

Figure 5. Indicates what the dropouts considered the single most important reason for their leaving school, Alaska Native Dropout Study, 1970-1971.

were made available nearly half the dropouts in the study would return to school.

If a discrepancy did result between the number of students who desired to return to school and the number who actually will, the reasons behind this discrepancy bear investigation.

Only 8.7 percent of the dropouts reported an intention to work as their first choice, indicating that the desire to find employment did not constitute a major reason for leaving school. If the desire to attend

vocational school and regular school were considered together, it was found that 56.9 percent or a good majority of those individuals sampled felt that some form of schooling was important to their future plans and aspirations. This data strongly suggested that they did not drop out of school because they felt school was unimportant, but rather that they left because there seemed to be no other alternative.

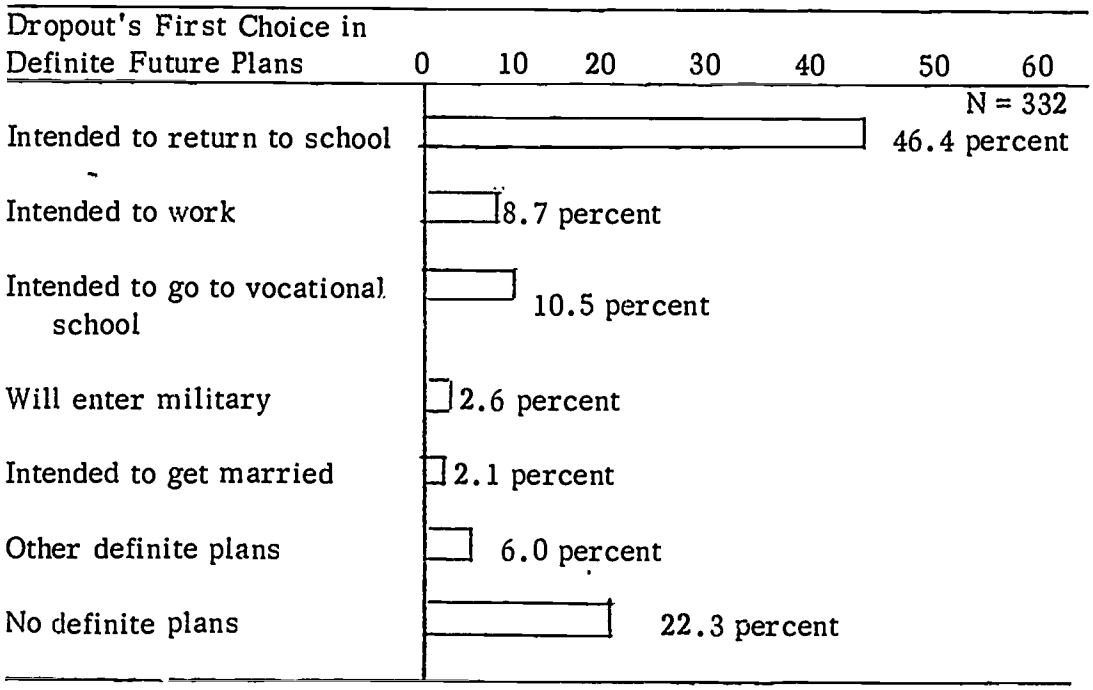

Figure 6. Future plans of the dropouts interviewed, Alaskan Native Dropout Study, 1970-1971.

Primary Activity

The school leavers were asked what they had been doing since the time they left school. The data obtained in this question suggested that most

of the individuals who dropped out of school did not have any specific long term objective in mind when they left school. Helping at home was given as the primary reason for leaving school by 50.6 percent of the respondents. These data suggested that the students quit as an immediate reaction to an acute current situation and did not have implications for a future orientation. This was supported by the fact that only 25.9 had been engaged in any future oriented activity such as employment, military service, housewife, or vocational training. Only 7.8 percent were reported as having re-enrolled in school, which also supported the idea that students originally left due to a current acute problem which proved temporary. Figure 7 reported a breakdown of the various categories in terms of percentages.

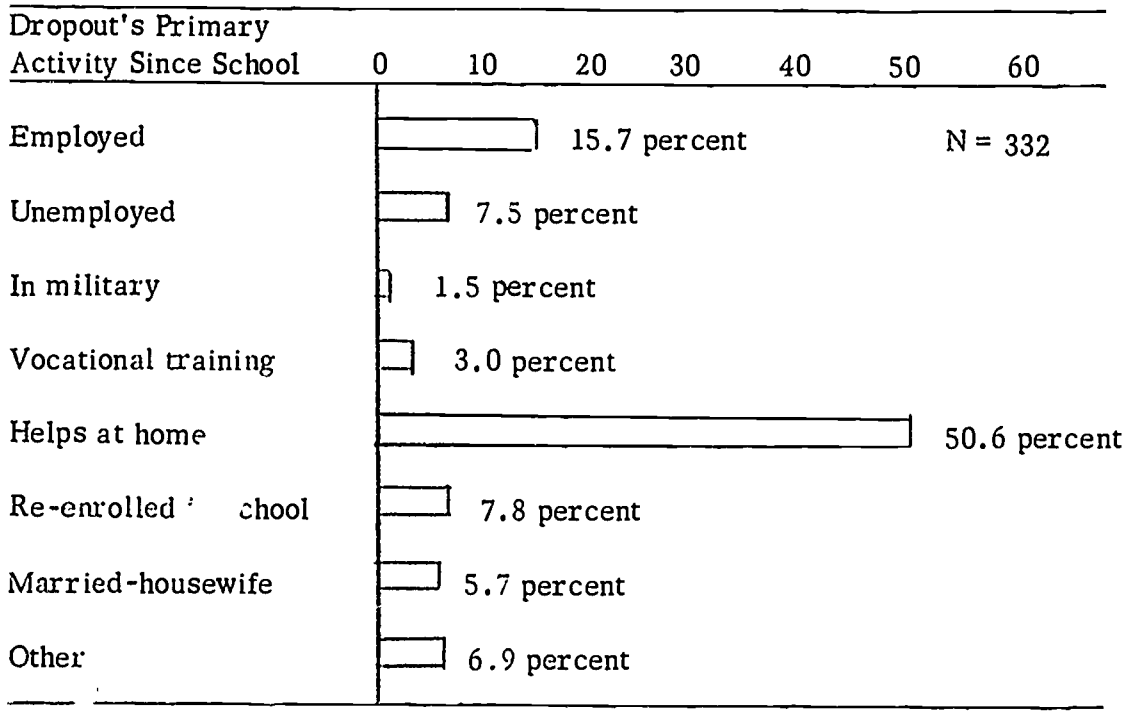

Figure 7. Activities which have occupied the major part of the dropout's time since leaving school, Alaska Native Dropout Study, 1970-1971.

Agencies Contacted

The dropouts were asked which if any agencies had helped them since they left school. Seven agencies were listed, with an option for any others which might have provided assistance. Dropouts were required to consider each agency separately and score whether or not they had been in contact with the agency and the degree of help they had received. A total of 23.0 percent indicated they had obtained some degree of help from the BIA; 22.3 percent indicated they obtained some degree of help from NYC; and 11.4 percent indicated they had received some help from welfare. Approximately 10.5 percent reported some assistance from the Manpower Center and 4.8 percent from Vocational Rehabilitation.

Drug and Alcohol Use

When asked whether personal drinking habits were a source of trouble or not, 20.2 percent indicated they did have trouble as a result of alcohol. A substantial majority (76.2 percent) reported that they had no problems resulting from drinking habits.

It was interesting to note that 45.8 percent reported alcohol as a cause of trouble in their families. A majority of students (62.9 percent) reported some trouble in their community as a result of the use of alcohol.

Drug use in their communities was reported by 44.8 percent of the students and 53 percent of the students reported drug use in their schools.

Comparison of 1969 and 1970 Dropout
Study Populations

Statistical comparison of the two studies showed a significant difference in the population sample with fewer Southeast Indians being included in the 1970 population. This could be partially explained by the smaller percentage of contacts made in the Juneau area than during the previous year. Figure 8 shows the ethnic structure of the two groups.

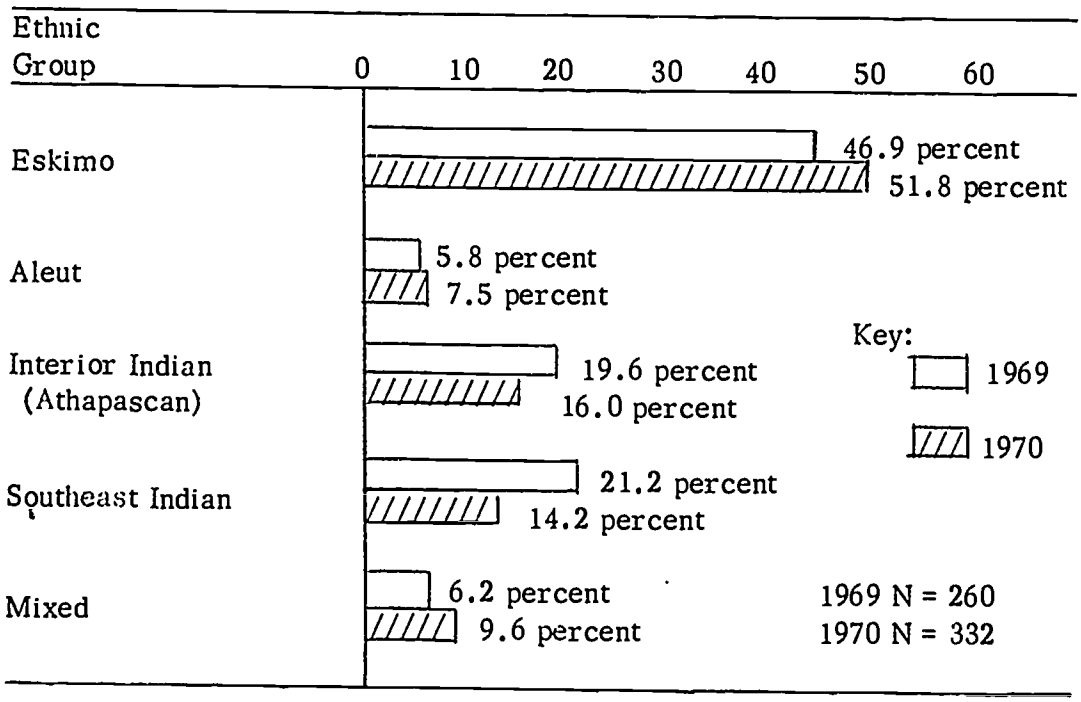

Figure 8. Compares 1969 and 1970 populations as to ethnic structure, Alaska Native Dropout Study, 1970-1971.

Another area of significant difference was the type of school being attended at the time of the dropout's decision to leave school. It was found

that a significantly greater number had enrolled in boarding programs over the previous year. This significant difference was found by grouping students who attended BIA boarding schools, state boarding home programs, and state boarding schools. Another significant difference was found in the declining number of students attending public schools (See Figure 9). Part of this shift could be attributed to the tremendous growth in the Boarding Home Program which enrolled 868 during the 1970-1971 school year, a significant increase over the 565 of the previous year. It also must be considered that the population is composed of a significantly fewer number of Southeast Indians who have a smaller proportionate attendance in schools away from their home villages.

This area of significant difference could be related to the significant increase found in homesickness as a factor in the students' decision to leave school. More students in the 1970 study reported this to be a factor than those of the previous year's study. Table 2 shows the degree homesickness influenced students' decisions to leave school.

It was interesting to note that a significant difference was also observed in the question asking students what their preference would be if they could choose again what type of school they would attend. More students in the 1970 population preferred BIA school inside Alaska. This might be explained by the population shift which included fewer Southeast Indians and greater percentages of other Alaskan Natives. Availability of local public school facilities was greater in the southeastern areas of the state.

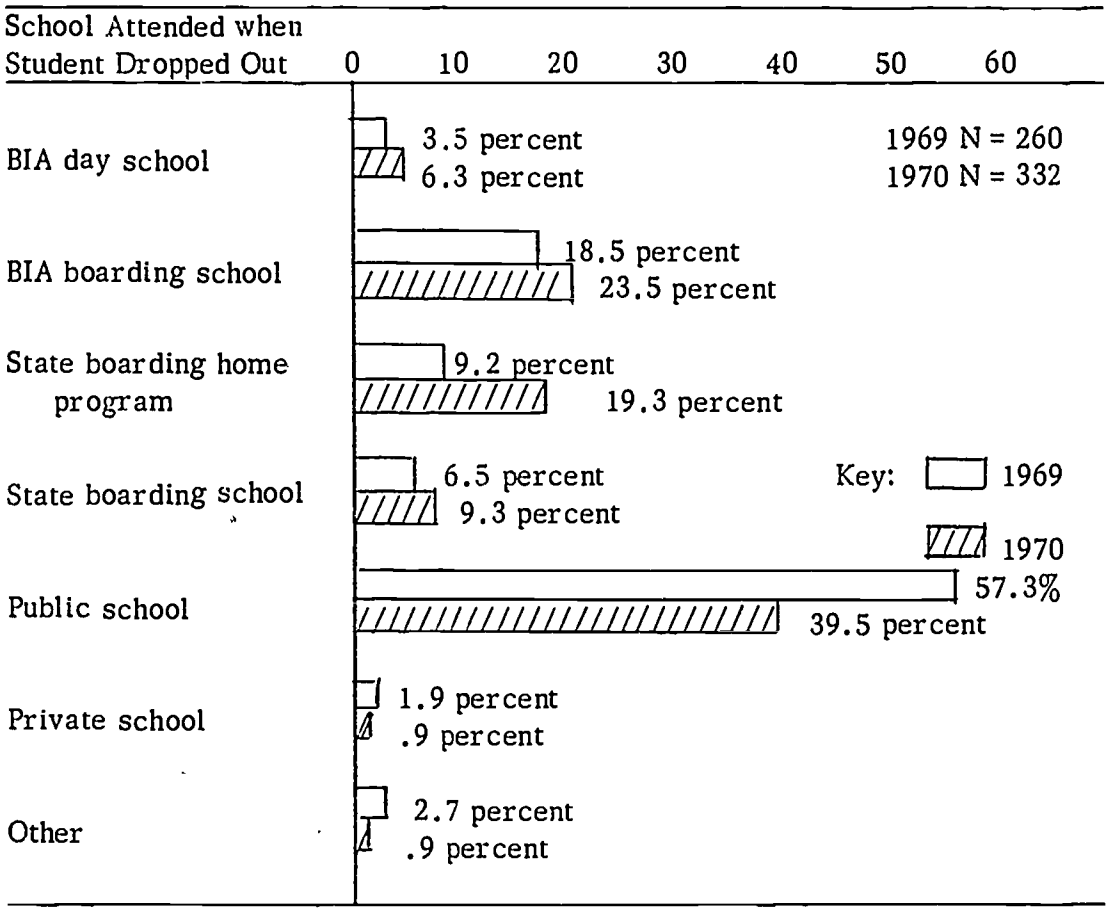

Figure 9. Compares 1969 and 1970 populations as to type of school attended at the time the student left school.

Another area of significant difference was found in the students' plans for the next year. When asked what definite plans had been made for the coming year, the dropouts' first choice showed fewer planning to return to a regular school program in the 1970 group. Differences in the other categories did not approach significance. Table 3 reported the comparison in the two groups' plans for the next year.

Table 2

Comparison of 1969 and 1970 Populations as to Homesickness Effecting the Student's Decision to Leave Home

Effect on decision	1969 Population		1970 Population	
	No.	Percent	No.	Percent
A great deal	21	8.1	19	5.7
Some	8	3.1	73	22.0
Hardly any	25	9.6	40	12.0
None	183	70.4	194	58.4

Table 3

Comparison of 1969 and 1970 Populations in Regard to First Choice of Definite Plans for the Next Year

	1969 Population		1970 Population	
	No.	Percent	No.	Percent
Return to regular school program	144	55.4	154	46.4
Work	18	6.9	29	8.7
Attend vocational school	24	9.2	35	10.5
Enter military	8	3.1	8	2.4
Get married	9	3.5	7	2.1
Other plans	8	3.1	20	6.0
No definite plans	47	18.1	74	22.3

TABLE XIII

PARENTAL APPROVAL CONCERNING CHOICE OF OCCUPATION, ALASKAN NATIVE B. I. A. BOARDING SCHOOL STUDENTS, PERSISTORS, 1970-1971, AND DROPOUTS, 1969-1970

Item	Persistors		Dropouts	
	Number	Percent	Number	Percent
1 Not at all			1	2.1
2 Not very			3	6.3
3 Somewhat	5	5.4	5	10.4
4 Quite	21	22.6	4	8.3
5 Very	26	28.0	6	12.5
6 Never talked about it	38	40.0	28	58.3
No response	3	3.2	1	2.1
	93	99.2	48	100.0

TABLE XIV

FAMILY PROBLEMS AS THE MOST IMPORTANT REASON FOR LEAVING SCHOOL, ALASKA NATIVE DROPOUT STUDY, 1969-1970

Most important reason for leaving school	Lived with both RP		Did not live with both RP	
	Number	Percent	Number	Percent
Family problems	12	7.1	17	19.1
Other reason	158	93.0	72	80.9
Total	170	100.0	89	100.0

"Dropouts recognized that their scho l difficulties started in the elementary school years, not in junior high or high school" (Smail, 1968, p. 114).

Discussion:

Tenth graders lost interest in school because of a major emancipation period, sixth graders also lose interest due to a pre-adolescent minor emancipation period that occurs during the fifth and sixth grades. This is the period where the child becomes socially aware of others. The girl leaves her dolls and the boy leaves his "childish" games and becomes socially oriented (Meir, 1965, p. 71). They are now concerned with parties, dances, and their self-images.

During this minor emancipation period dropouts occur between the fifth and seventh grades (ages nine to eleven) (Meir, 1965, p. 55). One of the reasons for this dropping out may be connected with a dependency they have developed, as studies show that as early as nine years old a child experiences failure in school because of dependency (Meir, 1965, p. 75). In one study, the most commonly given reason for dropping out of elementary school is that they are needed at home to help out. The least given reason is because school is too hard, which again points out a possible dependency (Meir, 1965, p. 75). Erik Erikson has written that "on the whole, the child (of ages 9-11) faces the universal crisis of combating

was a factor. There was also an observable increase in the dropouts' feeling a need to be at home in the 1970 population.

Two other items showed a significant difference when the two populations were compared. The 1970 study showed a significantly fewer number of dropouts reporting themselves to have been at the bottom of their class in school ability. There was also a decreased attitude that it was all right to cheat a little to get what one wanted.

An interesting final difference was observed in the number of students who reported that they would like to talk to someone further about their future plans. The dropouts from the 1970 population were significantly more interested in becoming involved with someone who could help them plan their future. Table 5 reported that the majority of 1970 respondents indicated that they would like to talk to someone further about their future plans.

Table 5

Comparison of 1969 and 1970 Populations in Regard to Wanting to Talk to Someone Further about Future Plans

	1969 Population		1970 Population	
	No.	Percent	No.	Percent
Would like to talk to someone further	127	48.8	200	60.2
Would not like to talk to someone further	128	49.2	119	35.8

This might be explained partially by the change made in the administration of the research interview. Although the instrument was given in the same standardized manner, there had been a stress made to the researchers to take opportunity to provide any possible service. This often resulted in extended interview sessions and numerous referrals for further service to the various Bureau of Indian Affairs agencies.

A Comparison of Students Attending Schools at Home and Students Attending Schools Away from Home

For the purposes of this dichotomy students attending schools at home, included those attending Alaskan public high schools and BIA day schools. Students considered to be attending schools away from home were those students involved in the state boarding home program, state boarding schools and BIA boarding schools.

The author hastens to add that these dichotomies were not infallible. A number of students included in the at home group did indeed travel from their homes to attend public schools. It was felt by the author that these numbers were negligible and would not invalidate the conclusions drawn.

In as much as we referred continually to the away from home students and the at home students, for convenience sake, the author referred to the away from home group as the AFH respondents and the at home group as the AH respondents.

The AFH respondents group interviewed was (N = 173) and the AH respondents group was (N = 152). This represented a total population of 325 students interviewed from which all findings, areas of significance, conclusions and recommendations were taken.

Findings from the ninety questions were examined across the following basic areas: (1) school experience (why they left school); (2) when they left school (in what month); (3) what occupied major part of time during absence from school; (4) what held them back from doing what they wanted to do for a living; and (5) student's attitudes and self-image.

The null hypothesis used for this dichotomy was: There were no significant differences between AH group and AFH group in school experiences, when they left school, what occupied major part of time when absent from school, what held them back from doing what they wanted for a living, and student attitudes and self-image.

School Experience

Among those questions relating to school experience, or reasons for leaving school, significant differences were found in five areas.

As indicated in Table 6, 35.5 percent or 54 of the AH respondents as compared to 24.9 percent or 43 of the AFH respondents indicated that trouble with teachers contributed to their leaving school. This was significant at the .05 level.

Table 6

A Comparison of AFH Respondents to AH Respondents Regarding the Extent That Troubles with Teachers Contributed to Their Leaving School (Alaskan Native Dropout Study, 1970-1971)

	AH Respondents		AFH Respondents	
	No.	Percent	No.	Percent
"Some" to "a great deal"	54	35.5	43	24.9
"Hardly any" to "none"	97	63.8	129	74.6
Total	151	99.3	172	99.5

These results indicated the possibility that teachers of AFH respondents realized perhaps some of the trauma of separation from home and treated them with more understanding. Another possible interpretation was that AH respondents were attending school with a majority of the students being nonnatives and the program was not geared to their individual needs. They had to adjust to a program designed primarily for whites, which did not take into account their needs and abilities. Under these circumstances teachers could appear to be stumbling blocks, completely insensitive to their needs. On the other hand, the AFH respondents attended all native schools (except for those in the boarding home program) and had teachers that in many instances were sensitized to their needs and to their unique situation of being separated from their homes and families.

Glancing at Table 7 a striking significance was noted in the differences between AFH respondents and AH respondents in terms of whether "troubles where they lived" contributed to their leaving school. Of the AFH respondents 43.3 percent or 75 (almost half), compared to 28.3 percent or 43 of the AH respondents felt that troubles where they lived contributed to their leaving school. This revealed a significant difference at the .02 level.

Table 7

A Comparison of AFH Respondents to AH Respondents Regarding the Extent That Troubles Where They Lived Contributed to Their Leaving School

	AH Respondents		AFH Respondents	
	No.	Percent	No.	Percent
"Some" to "a great deal"	43	28.3	75	43.3
"Hardly any" to "none"	107	70.4	96	55.5
Total	150	98.7	171	98.8

These results were expected in view of the tremendous adjustment problems AFH respondents were required to make in being separated from their homes and families for a period of nine consecutive months, and having to learn to live in a dormitory with a group of students from all over Alaska (in many cases represented a very different life style to that which

they had been accustomed.

Data in Table 8 indicated that 63.2 percent or 96 of the AH respondents compared to 41.6 percent or 72 of the AFH respondents' dislike for school contributed to their leaving school.

Table 8

A Comparison of the AFH Respondents to AH Respondents Regarding the Extent Their Dislike for School Contributed to Their Leaving School

	AH Respondents		AFH Respondents	
	No.	Percent	No.	Percent
"Some" to "a great deal"	96	63.2	72	41.6
"Hardly any" to "none"	55	36.2	98	56.7
Total	151	99.4	170	98.3

This significant difference (.91 level) was largely unexplained by the author. It was observed though, that of the AFH respondents' parents, 102 or 59.0 percent as compared to 74 or 48.7 percent of the AH respondents' parents wanted them to finish high school. There might have been more parental pressure on AH respondents to dislike (and discontinue) school as compared to AFH respondents. Parental expectations and norms may have had a powerful effect on the behavior of their children.

Table 9 revealed the most striking, even though expected, significant

difference between the AFH respondents and the AH respondents. It was significant at the .001 level. Data indicated that 43.9 percent or 76 AFH respondents compared to 9.2 percent or 14 AH respondents felt that homesickness contributed to their leaving school.

Table 9

A Comparison of AFH Respondents to AH Respondents Regarding the Extent That Homesickness Contributed to Their Leaving School

	AH Respondents		AFH Respondents	
	No.	Percent	No.	Percent
"Some" to "a great deal"	14	9.2	76	43.9
"Hardly any" to "none"	137	90.1	93	53.8
Total	151	99.3	169	97.7

This difference was obviously expected, since almost all AH respondents were living at home. Nevertheless, the fact that almost one half of all AFH respondents felt that homesickness played an important role in the dynamics of their withdrawal from school, should be cause for alarm. At the time of this writing, the Alaskan Native family system was nuclear. It was an extremely close-knit family matrix. In the typical Alaskan native village there were no other systems which compete with the family for the socialization, and support of the children. It was from this tight family unit which the AFH

respondent was taken, usually around the age of 14 years, to attend school miles from his home and family, for nine months out of the year. It was no wonder that homesickness ranked as one of the biggest reasons why AFH respondents dropped out of high schools.

Of AFH respondents it was found that 31.2 percent or 54 as compared to 18.4 percent or 28 AH respondents felt that trouble with students contributed to their leaving school. See Table 10. This was significant at the .02 level.

Table 10

A Comparison of AFH Respondents to AH Respondents Regarding the Extent That Troubles with Students Contributed to Their Leaving School

	AH Respondents		AFH Respondents	
	No.	Percent	No.	Percent
"Some" to "a great deal"	28	18.4	54	31.2
"Hardly any" to "none"	122	80.3	116	67.1
Total	150	98.7	170	98.3

AH respondents had their friendship cliques, peer relationships, etc., pretty well established and stabilized whereas AFH respondents came to school and had to form friendships with a group of students from all over Alaska, or, in the case of the boarding home students, with a completely

new group of peers. In many cases they had to interact socially with groups with whom they had had traditional enmity, like the Eskimos and the various Indian groups, Aleuts, Tlingits and Haidas. Another factor contributing to the difficulties of adjustment was the fact that these students had to live with each other for 24 hours. They went to school together, ate together and slept together in the dorms. There was rarely a relief from this intense living arrangement. Considering these psychosocial adjustments one would expect more problems adjusting and getting along with other students.

When Students Left School

In this particular dichotomy the author was especially interested in looking at the dropout rates during the first part of the school year up to Christmas. It was expected that due to the adjustmental problems of separation from home and family the AFH respondents would drop out of school more frequently in the four months before Christmas than the AH respondents. If they survived the loneliness of separation from their families at Christmas there would be a reduction in dropouts after Christmas. The results verified this. Between the months of September and December, 57.3 percent or 99 AFH respondents dropped out of school compared with 46.0 percent or 70 AH respondents. After the month of December 41.4 percent or 71 AFH respondents dropped out compared to 51.3 percent or 78 AH respondents. See Tables 11 and 12 respectively.

Table 11

A Comparison of the Dropout Rates of AFH Respondents and AH Respondents from September to December

	AH Respondents		AFH Respondents	
	No.	Percent	No.	Percent
September	18	11.8	15	8.7
October	24	15.8	33	19.1
November	14	9.2	23	13.3
December	14	9.2	28	16.2
Total	70	46.0	99	57.3

Table 12

A Comparison of the Dropout Rates of AFH Respondents and AH Respondents from January to May

	AH Respondents		AFH Respondents	
	No.	Percent	No.	Percent
January	20	13.2	15	8.7
February	11	7.2	9	5.2
March	19	12.5	21	12.1
April	14	9.2	11	6.4
May	14	9.2	15	8.7
Total	78	51.3	71	41.4

What Occupied the Major Part of Their Time During Absence from School

In this dichotomy there were two areas of significant differences between the two groups. Results showed from Table 13 that 21.1 percent or 32 AH respondents compared to 10.4 percent or 18 of the AFH respondents spent the major part of their time employed while absent from school. Table 13 also indicated that 60.7 percent or 105 of the AFH respondents compared to 39.5 percent or 60 of the AH respondents felt that "helping at home" occupied the major part of their time while absent from school. These results represented a significant difference at the .01 level.

Table 13.

A Comparison of What Occupied the Major Part of AFH Respondents' and AH Respondents' Time Since They Left School

	AH Respondents		AFH Respondents	
	No.	Percent	No.	Percent
Employed	32	21.1	18	14.0
Helping at home	60	39.5	105	60.7
All others	59	38.8	47	27.1
Total	151	89.4	170	98.2

It seemed logical that the AH respondents, living in larger centers of population would have had more opportunities for employment than the AFH students from the smaller villages in Alaska.* In reality, the author was surprised there wasn't a larger difference between the two groups in regard to this parameter.

The extremely high percentage of AFH respondents stating that "helping at home" occupied the major part of their time while out of school might have had some special significance. In the smaller native villages from where the majority of the AFH respondents came, there was a great need for cooperative behavior. Indeed, the sons and daughters were needed to help in the hunting, fishing, sewing, cooking, etc. This unique social arrangement certainly explained in part this significant difference. In fact, this difference might have had some bearing on why the AFH respondents dropped out of school.

What Holds Students Back from Doing What They Want for a Living

In this dichotomy there was only one area of significant difference (.01 level). Looking at Table 14, 65.9 percent or 114 AFH respondents compared with 45.4 percent or 69 AH respondents felt that the ability to do well in school held them back from doing what they would like to do.

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*A total of 79.8 percent or 138 of the AFH respondents were from villages with a population of 500 or less while 61.1 percent or 93 of the AH respondents came from towns of 1,000 or more.

Table 14

A Comparison of AFH Respondents and AH Respondents in Their "Ability to Do Well in School" as a Determining Factor Which Held Them Back from Doing What They Would Like to Do for a Living

Ability to do well in school	AH Respondents		AFH Respondents	
	No.	Percent	No.	Percent
Some	26	17.1	46	26.6
A great deal	43	28.3	68	39.3
Not much	41	27.0	30	17.3
None	42	27.6	27	15.6
Total	152	100.0	171	98.8

Notwithstanding the tremendous gains that have been made in Alaskan village education, it still did not provide the educational and academic preparation that the public school system provided for the AH respondents. These factors coupled with the fact that the majority of AFH respondents did not benefit from exposure to T. V. and other "experience" expanding media that AH respondents did could have had a very real effect on their ability to do well in school.

Students' Attitudes and Self Images

This dichotomy revealed differences in three areas: (1) what I did had a little effect on what happened to me, (2) there was little use in studying hard

because you got the same grade anyway, and (3) life as most people lived it was really meaningless.

Table 15 indicated that 47.4 percent or 82 of the AFH respondents compared with 33.6 percent or 51 of the AH respondents agreed that what they did had little effect on what happened to them. Along this same question, 49.7 percent or 89 of the AFH respondents compared with 66.4 percent or 101 of the AH respondents disagreed. This was significant at the .05 level.

Table 15

A Comparison of AFH Respondents to AH Respondents Regarding Whether What They Did Would Have Little Effect on What Happened to Them

	AH Respondents		AFH Respondents	
	No.	Percent	No.	Percent
Agree	51	33.6	82	47.4
Disagree	101	66.4	86	49.7
Total	152	100.0	168	97.1

These results seemed to indicate that significantly more AFH respondents than AH respondents had somewhat of a fatalistic attitude. The AFH respondents didn't feel that they had as much to say about what happened to them as the AH respondents. The feeling of helplessness associated with

separation from their home and family at a rather young age (14-15 years in most instances) certainly might have played a causal role in this difference between the two groups.

Table 16 showed that 23.7 percent or 41 AFH respondents compared to 13.8 percent or 21 respondents agreed that it didn't do you any good to study hard because you got the same grade anyway. This was signiticant at the .05 level.

Table 16

A Comparison of AFH Respondents to AH Respondents Regarding the Question, There Was Little Use in Studying Hard Since You Got the Same Grade Anyway

	AH Respondents		AFH Respondents	
	No.	Percent	No.	Percent
Agree	21	13.8	41	23.7
Disagree	130	85.5	132	76.3
Total	151	99.3	173	100.0

The AFH respondents with fewer opportunities to progress educationally (i.e., through educational media on T. V., etc.) would probably have manifested more pessimism in regards to school and grades than the AH respondents.

Table 15 showed that 33.6 percent or 51 of the AH respondents compared to 21.4 percent or 37 or the AFH respondents agreed that life as most people lived it was really meaningless, whereas, 76.9 percent or 133 AFH respondents compared with 61.8 percent or 94 or the AH respondents disagreed. This was significant at the .05 level.

Table 17

A Comparison of AFH Respondents and AH Respondents Regarding the Question, Life as Most People Lived It Was Really Meaningless

	AH Respondents		AFH Respondents	
	No.	Percent	No.	Percent
Agree	51	33.6	37	21.4
Disagree	94	61.8	133	76.9
Total	145	95.4	170	98.3

This difference was difficult to explain. Perhaps, in the rather simple, elementary life of the Alaskan native village the meaning of life did not become obscured as much for the AFH respondents. The AH respondents must contend with the alienation effect or anomie that can be observed in larger cities. It seemed that the more one became a cog in the machinery of society instead of a part of a close family and community system, that the meaning of life became more obscured.

A Comparison of Future Plans and Goals

As an aid in determining the future plans of the dropout, the question "What definite plans have you made for next year?" (item 43) was included in the questionnaire. Close to half of the respondents (46.4 percent) indicated that their first choice in terms of future plans was to return to school whereas the other dropouts (53.6 percent) had other plans that did not include going back to regular school. To provide a comparison of the groups with varying future plans,the dropouts who planned to return to regular school (N = 154) were compared to those dropouts who did not plan to return to regular school (N = 173).

The null hypothesis under investigation was that there were no significant differences between Alaskan native school dropouts with definite plans to return to regular school and those Alaskan Native dropouts not planning to return to regular school.

The respondents surveyed in these two groups were compared across four primary variables:

1. Personal Characteristics and Attitudes
2. Family and Personal Background
3. School Experience
4. Economic Factors

In addition to this a comparison was made between those dropouts planning to go to vocational school and both those dropouts who planned to

go to regular school and those dropouts who had other plans.

At various times throughout this dichotomy, the group of dropouts planning on returning to regular school will be referred to as the "regular school" group whereas the group of dropouts with other plans will be referred to as the "other plans" group. This latter group includes all dropouts who did not plan to return to regular school including those dropouts who planned to go to vocational school with one exception. This exception occurred only in the section where those dropouts who planned to go to vocational school were specifically compared to the other two groups. In this section the group of dropouts who planned to attend vocational school will be referred to as the "vocational" group and the other two groups will retain the labels of the "regular school" group and the "other plans" group.

Personal Characteristics and Attitudes

In Table 18, data were presented on age groups in the sample. The age range was from 13 to 23 with the medium age for those planning to return to regular school being 14.4 and the medium age for those not planning on returning to school being 18.2. Closer analysis of the age groups revealed that of those planning on returning to regular school, 57.4 percent were under the age of 17 as opposed to only 37.0 percent of the "other plans" group being under age 17. This points out that on the average, those dropouts with plans other than returning to regular school were older, with 61.8

percent of them being over age 18 (as opposed to 42.1 percent in the other group). This was a significant difference. It may suggest either or both the possibilities that increasing age was a block to returning to school and that the group planning on returning to school had dropped out at an earlier age.

Table 18

Comparison of Age Categories of Dropouts Who Planned to Return to Regular School and Those Who Did Not Plan to Return to Regular School, Alaska Native Dropout Study, 1970-1971

Age Categories	"Regular school" group		"Other plans" group	
	No.	Percent	No.	Percent
13 to 17 years old	89	57.4	64	37.0
18 to 23 years old	64	42.0	107	61.8
Blank	1	.6	2	1.2
Total	154	100.0	173	100.0

The data also indicated that there was a statistically significant difference between the two groups according to marital status. Only 3.2 percent of the "regular school" group was married whereas 13.3 percent of the other group was married. This would bear out the fact that marriage and the possibility of accompanying pregnancy and children were a hindrance to returning to school. However, the number of dropouts who were not planning

on returning to school and who were married was still small.

There was no significant difference on other personal characteristics such as sex or race and ethnic background. The "regular school" group had 46.1 percent males (53.9 percent females) as opposed to 49.7 percent male (50.3 percent female) for those not planning to return to regular school. Likewise, there was not a significant difference between the two groups on personal attitudes or on those items measuring self-image with the exception of the attitude on the importance of education. In responding to the question, "Education really isn't as important as some people think," 23.7 percent of those dropouts who did not plan to return to school agreed with the statement as compared to only 10.4 percent of the other dropouts (planning on returning to school) who agreed with the statement.

Family and Personal Background

The data revealed that the majority of the dropouts of both groups lived most of their life with both of their real parents. A total of 64.9 percent of those dropouts that planned to return to school had lived most of their lives with their real parents as compared to a similar 61.3 percent of the "other plans" group. However, less than half of the respondents of both groups were presently living with both real parents. Furthermore, there were less dropouts (50.1 percent) from the group not planning on returning to regular school who were presently living with at least one natural parent

as opposed to 61.0 percent of those who planned to return to school. This difference approached significance. This may point to the possibility that family ties and family breakup may be factors influencing dropouts in their decision not to return to school.

Table 19

Comparison of the Present Living Situation of Dropouts Who Planned to Return to Regular School and Those Who Did Not Plan to Return to Regular School, Alaska Native Dropout Study, 1970-1971

Who Do You Live With Now?	"Regular school" Group		"Other Plans" Group	
	No.	Percent	No.	Percent
Both real parents	75	48.7	69	39.9
One real parent and one step parent	19	12.3	18	10.4
Foster or adoptive parent	8	5.2	10	5.7
Other relatives	18	11.7	15	8.6
Others	33	21.5	52	30.2
Alone	1	.6	7	4.0
Blank	0	0	2	1.2
Total	154	100.0	173	100.0

On the average, those Alaskan Native dropouts who did not plan to return to regular school came from slightly larger families and had a

slightly larger percentage of siblings leaving school before graduation but the differences were not significant. There was similarly no significant difference between the two groups in relation to the size of the community in which they lived most of their lives though a greater percentage of the dropouts planning on returning to regular school had lived in smaller towns than the "other plans" dropouts. A total of 61.7 percent of the Alaskan Native dropouts who planned on returning to school lived in towns with a population of 500 or less whereas 53.0 percent of the other group lived in these smaller towns.

There was a slight tendency for those families of the dropouts who did not plan to return to school to rely on hunting and fishing and welfare for a means of support more than did the families of the "regular school" group. Generally the families of both groups, however, relied realtively equally on similar means of support.

There were no significant differences between the two groups in regard to the use of alcohol or drugs. Likewise, there were no significant differences between the groups in terms of arrests.

School Experience

There was a significant difference in the year in which the two groups of dropouts left school. Nearly one-third (30.5 percent) of those students who wished to return to regular school left school in the ninth grade whereas

only 18.5 percent of the students not wanting to go back to school left this early. Forty-nine and one-tenth percent of the dropouts from the "other plans" group left school after beginning the eleventh grade as compared to 35.1 percent of the "regular school" group. This verified the earlier finding that those dropouts who planned to go back to regular school left school originally at an earlier age. See Table 20.

Table 20

Comparison of the Grade the Student Left School of Dropouts That Planned to Return to Regular School and Those Who Did Not Plan to Return to Regular School, Alaska Native Dropout Study, 1970-1971

Grade Left School	"Regular school" Group		"Other plans" Group	
	No	Percent	No.	Percent
9	47	30.5	32	18.5
10	43	27.9	52	30.1
11	39	25.3	57	32.9
12	15	9.8	28	16.2
Ungraded	4	2.6	1	.6
No response	6	3.9	3	1.7
Total	154	100.0	173	100.0

There was also a significant difference between the two groups in the incidence of re-entering school after dropping out. A total of 38.3 percent of those dropouts who wished to return to school had re-entered school at least once after leaving while a smaller percentage (23.7 percent) of the dropouts not planning on returning to regular school had gone back to school. This may point to the more negative attitude towards school that was indicated earlier in those dropouts who did not plan to return to regular school. Another possible indication of this attitude may be found in regard to the attitudes toward schools in Alaska at least, in comparing the groups as to what kind of school they would prefer to attend if they had to do it over again. Of those dropouts who planned on returning to regular school, 68.9 percent would return to schools within Alaska. A total of 53.2 percent of the other respondents would wish to stay in school in Alaska. This significant difference may bring up the possibility that those dropouts not planning on returning to school had a negative attitude towards schools in Alaska and this in itself would be a hindrance to them returning. See Table 21.

A more negative attitude toward school by those not planning to return to regular school was also revealed by the answers given for leaving school. A total of 57.2 percent of the dropouts who did not want to return to school rated not liking school as contributing either a great deal or at least some to their leaving school. A total of 44.8 percent of those planning on returning

Table 21

Comparison on the Question: "If You Had to Do It Again, What Kind of School Would You Prefer?" Between the "Regular School" Group and the "Other Plans" Group, Alaska Native Dropout Study, 1970-1971

Response	"Regular school" Group		"Other Plans" Group	
	No.	Percent	No.	Percent
BIA Inside Alaska	53	34.5	42	24.3
BIA Outside Alaska	29	18.8	36	20.8
Public School Inside Alaska	48	31.2	47	27.2
Public School Outside Alaska	12	7.8	14	8.1
Church School Inside Alaska	5	3.2	3	1.7
Church School Outside Alaska	1	.6	1	.6
Other	4	2.6	22	12.7
Blank	2	1.3	8	4.6
Total	154	100.0	173	100.0

to school rated the reasons of "didn't like school" as contributing either a great deal or some to their leaving school. This difference in attitude was significant. The "other plans" groups also had more trouble with their teachers. In these areas at least, those students not planning on returning to school, dropped out more for school related reasons than did the other group.

Dropouts who didn't plan to return to school also rated themselves significantly lower in terms of overall ability in comparison with their classmates than did those who planned to return to school. A total of 49.1 percent of the former group rated themselves average or above as compared to 74.1 percent of the latter group rating themselves above average. It appeared however that this difference was one primarily of attitude and self-image since there were no significant differences between the two groups in regard to how many times the dropouts had repeated grades and in what their academic marks (grades) were when they left school. In other words, the differences in the two groups were not in academic performance, but in attitude and self-image. See Table 22.

There were no significant differences between the two groups in regard to parental expectations as to the amount of schooling the dropout should receive. Likewise, there were no significant differences between the two groups according to the plans their friends were making for future education.

Economic Factors

There was a significant difference in the amount of money earned by the two groups since leaving school. The group of dropouts planning to return to school had earned on the average of $366.86 whereas the others not planning on school had earned $588.31. This might have been due to the

Table 22

Comparison of the Rating of Overall Ability Compared to Classmates of the "Regular School" Group and the "Other Plans" Group, Alaska Native Dropout Study, 1970-1971

Compared with Classmates on Overall Ability	"Regular school" Group		"Other plans" Group	
	No.	Percent	No.	Percent
I rank very high	1	.6	6	3.4
I rank somewhat above average	40	26.1	43	24.9
I rank about average	73	47.4	36	20.8
I rank a little below average	32	20.8	72	41.6
I rank almost at the bottom	5	3.2	14	8.1
Blank	3	1.9	2	1.2
Total	154	100.0	173	100.0

average older age of the latter group or to the other factors, but it added the possibility too that the more a dropout earned the less likely he was to plan on returning to school. If a native found more economic rewards he may feel less of a need for schooling

There were no other significant economic factors. The vast majority of both groups were unemployed. Both groups were similar in the criteria they selected for choosing a living and in their perception of what was holding them back from doing what they would like to do. There were

no significant differences between the two groups according to services offered them.

Vocational Students

Of those dropouts who did not intend to return to a regular school program, 20.2 percent of them planned to go to vocational school. To determine if there were any significant differences between this group and those dropouts who did plan to return to regular schools and those who did not, a comparison between the three groups was made. See Table 23.

Table 23

Comparison of Definite Plans for the Next Year Between the "Vocational" Group, the "Regular School" Group, and the "Other Plans" Group, Alaska Native Dropout Study, 1970-1971

Plans for Next Year	"Regular school" Group		"Vocational" Group		"Other plans" Group	
	No.	Percent	No.	Percent	No.	Percent
Return to a regular school program	154	100.0				
Go to work					29	21.0
Go to vocational school			35	100.0		
Enter military					8	5.8
Get married					7	5.1
Other definite plans					20	14.5
No definite plans					74	53.6
Total	154	100.0	35	100.0	138	100.0

This researcher believed it was important to note that besides the two school groups, no area of future plans was a significant area. For example, employment did not constitute a major reason for dropping out since only 8.7 percent of the total sample planned on going to work. However, a large number (53.6 percent) of the "other plans" group had no definite plans for the next year. This implied a strong need for the various agencies to reach out to these dropouts and provide them with counseling, planning services. or some other sort of alternatives. However, only the "regular school" and "vocational" groups had received any significant help from the BIA. Of all the agencies, only the Neighborhood Youth Corps had helped at least 20 percent of each group. Welfare, Vocational Rehabilitation, the Man Power Center, the Youth Opportunity Corps, and the Community Action Programs had given little if any help. There was a need to direct dropouts to these agencies and in turn have these agencies increase their outreach programs.

Generally speaking, the "vocational" group fell in between the other two groups, but was still quite similar to the "other plans" group in most areas. In most instances, the "vocational" group differed significantly from those planning to go back to regular school in the same ways that the "other plans" group did. There were however, other significant differences. The "vocational" dropout was on the average older than were the dropouts in both other groups. They also left school later than did the "regular school"

dropouts. There was also a significant difference in sex. A total of 74.3 percent of the "vocational" group were male as compared to the "regular school" group (49.7 percent male) and the "other plans" group (43.5 percent male). The older male native dropouts then were more likely to plan to attend vocational school than other dropouts.

Those dropouts who planned on attending vocational school also came from smaller families. The families were significantly smaller than the "other plans group" and the difference between them and the "regular school" group was approaching significance. For example, 54.3 percent of the "vocational school" group came from families with five children or less while 42.1 percent of the "regular school" group came from that size family and only 31.8 percent of the "other plans" group came from families of this size. The "vocational" dropouts also tended to be closer to the beginning of the sibling ordinal order than did the dropouts from the other two groups.

The "vocational" group varied significantly from the "other plans" group on the amount of support they received from hunting and fishing or from welfare. A total of 65.7 percent of the "vocational" group received no welfare (compared to 49.3 percent of the "other plans" group) and 31.4 percent of them didn't depend any on hunting and fishing (compared to 16.7 percent of the "other plans" group). A total of 54.3 percent of this group also contributed at least some to their own support as compared with 36.9

percent of the "other plans" group and 42.8 percent of the "regular school" group. Not surprising was the finding that in 25.7 percent of the cases the "vocational" dropouts, the parents wanted them to go to a business or trade school. This compared to a combined average of 4.3 percent from the other two groups. This was very significant.

The "vocational" dropouts had re-entered school after leaving at a significantly higher rate than did the "other plans" dropouts. They also reported "not liking school" as a reason for leaving school significantly less times than did the "other plans" group. They appeared to have a more positive attitude toward school but still differed significantly from the "regular school" group in the importance they attached to education. They further had significantly less trouble with other students than either of the other two groups. A total of 77.1 percent of them reported "troubles with students" as not contributing to their leaving school. This compared to 52.6 percent of the "regular school" dropouts and 55.1 percent from the "other plans" group.

The "vocational" group had earned an average of $611.44 since leaving school. This compared to an average of $366.86 for the "regular school" dropouts and $497.22 for the "other plans" group. However, this group rated "money for training and schooling" as holding them back from vocational plans as a significantly greater problem than did the "other plans" group. The "other plans" group, however, listed "being needed

at home" as a significantly greater hindrance to their vocational plans than did the dropouts from the "vocational" group. Of importance also was the fact that the "vocational" group rated "too much training needed to get jobs" as a significantly greater block to doing what they would like to do for a living than either of the other two groups.

A total of 74.3 percent of the "vocational" group rated being "able to develop . . . skills and ambitions" as important in choosing a career compared to only 47.1 percent of the "other plans" group and 52.6 percent of the "regular school" group. The "vocational" group also rated the item "to help other people" significantly more important than did the other two groups. A total of 65.7 percent of them rated this item as very important. A total of 47.1 percent of the "other plans" group rated it as very important and 52.6 percent of the regular school group did. The "vocational" group further rated "having a steady job with security" as significantly more important than did the "other plans" group.

There were few differences in terms of agency help received with one exception. A total of 34.3 percent of the "vocational" group had received much help from the BIA while only 7.2 percent of the "other plans" group felt they had received a lot of help from the BIA. Data indicated that 21.4 percent of the "regular school" group had received help from the BIA. This was, of course, of necessity a brief comparison of the three groups. More research was recommended to be done in this area.

Summary

On the basis of the findings the null hypothesis which stated that there were no significant differences between the Alaskan Native dropouts with definite plans to return to regular school and those Alaskan Native dropouts not planning to return to regular school was rejected because significant differences between the two groups were found. Those dropouts who did not plan to return to regular school were significantly older, more of them had married, they generally had a more negative attitude toward education, they had dropped out of school at a later grade and had less frequently re-entered school after leaving. They had experienced more difficulty with teachers. They had lower self-images, and they had earned more money since leaving school than was the case for those dropouts who planned to return to regular school. Furthermore, when compared to those dropouts who planned to go to vocational school and to those dropouts who planned to return to regular school, those dropouts who planned to remain out of school received significantly less help from the BIA. It was further found that significant differences existed when the dropouts who planned to go to vocational school were compared to the dropouts who planned to go back to regular school and those dropouts who planned otherwise.

Arrested Compared to Not Arrested Groups

Introduction

Among the many questions asked the Alaskan Native school dropouts on the 1970-71 questionnaire was "Have you ever been arrested? If so, how many times?" This writer chose to study this particular question in an attempt to look at some of the general characteristics among those dropout students surveyed in the sample. The sample was divided into two prominent groups: (1) not arrested, (2) arrested once or more.

Dropouts and "Delinquency"

Since the individuals who responded to the above question had no guide to determine what was considered an arrest, one may question the validity of those reporting being arrested as compared to the legal arrests. Simply stating that a person was arrested does not prove that a violation occurred. Dropping out of school and delinquent behavior may or may not result in a cause and effect relationship.

Hypothesis

The information below is aimed at accepting or rejecting the null hypothesis that: there were no significant differences between "delinquent" school dropouts and "non-delinquent" school dropouts.

Characteristics

Table 24 presented data for the male and female not arrested and arrested once or more groups.

Table 24

Sex of the Not Arrested and the Arrested Once or More Groups, Alaska Native Dropout Study, 1970-1971

Sex	Not Arrested		Arrested Once or More	
	No.	Percent	No.	Percent
Male	38	32.5	121	57.6
Female	79	67.5	89	42.4
Total	117	100.0	210	100.0

Significantly beyond the .001 level, more males were arrested than females. Although there were slightly more females (168) in the total sample as compared to males (159) more of the male respondents experienced being arrested at least once. The difference between male and female arrests may or may not be related to the different interpretation by the respondents as to what constituted an arrest. Another possibility for the difference may have been that the laws were more strictly enforced for the male population or that those who were placed in authority to enforce the laws were more lenient on female violators.

Table 25 provided data for Eskimo and non-Eskimo school dropouts in the sample studied. Eskimos in comparison with the other ethnic groups, had a significantly higher rate of arrests than any other group of school dropouts (significant beyond the .01 level). This difference may be due to the fact that more Eskimos appeared in the sample than any other group.

Table 25

Ethnic Background (Eskimo and Non-Eskimo) of the Not Arrested and the Arrested Once or More Groups, Alaska Native Dropout Study, 1970-1971

Ethnic Group	Not Arrested		Arrested Once or More	
	No.	Percent	No.	Percent
Eskimo	48	41.0	123	58.6
Other	69	59.0	87	41.4
Total	117	100.0	210	100.0

Family structure and its relationship to the number of arrests and non-arrests was presented in Table 26. Generally speaking, the basic assumption among many writers was that broken homes and juvenile delinquency were related. However, the data presented below supported the null hypothesis in that there was no significant difference between arrested and non-arrested school dropouts who come from broken homes. The data

were rejected far below the .05 level of significance. Perhaps the reason for no difference between the groups was that additional responsibility was placed upon those who come from broken homes.

Table 26

Family Structure of the Not Arrested and the Arrested Once or More Groups, Alaska Native Dropout Study, 1970-1971

Family Structure	Not Arrested		Arrested Once or More	
	No.	Percent	No.	Percent
Lived with both real parents most of life	79	67.5	129	61.4
Other	38	32.5	81	38.6
Total	117	100.0	210	100.0

Table 27 showed a comparison of the community where the respondents lived most of their lives. Differences were statistically significant beyond the .02 level in that more arrests occurred in the larger communities. The increased arrests could be the result of more police officers to enforce the laws and more jails to hold those who were apprehended.

Table 28 presented data for responses to the question "how much do the following contribute to the support of your family?" Among those items listed as a means of some support to the family, three, namely, welfare (DPW-State), friends, and yourself showed significant differences beyond

Table 27

Size of Community of the Not Arrested and the Arrested Once or More Groups, Alaska Native Dropout Study, 1970-1971

Size of Community	Not Arrested		Arrested Once or More	
	No.	Percent	No.	Percent
Small, up to 500	79	67.6	110	47.6
Large, 500 and over	38	32.4	100	52.4
Total	117	100.0	210	100.0

the .01, .05, and .01 level respectively. Students who were supported by welfare, by friends, and themselves tended to be arrested more often. This may suggest that the more independent of family support or subsidized economy support, the greater likelihood students have of experiencing difficulty with the law.

Table 29 presented data for the not arrested and arrested groups in the area of having made some kind of definite plans for next year with no definite plans. The respondents answered the question "What definite plans have you made for next year," according to their first choice and again according to their second choice. Statistics for their first choice showed that there was no significant difference between the not arrested and arrested once or more groups according to having some kind of plans for next year and those reporting to have made no plans. Of those who had made some

Table 28

Items Indicating Means of Support to Your Family for the Not Arrested and the Arrested Once or More Groups, Alaska Native Dropout Study, 1970-1971

Item and Response	Not Arrested		Arrested Once or More	
	No.	Percent	No.	Percent
Welfare (DPW - State)				
Some	35	30.1	92	43.8
None	80	68.2	104	49.5
No response	2	1.7	14	6.7
Total	117	100.0	210	100.0
Friends				
Some	32	27.4	76	36.2
None	83	70.9	123	58.6
No response	2	1.7	11	5.2
Total	117	100.0	210	100.0
Yourself				
Some	69	59.0	145	69.1
None	45	38.4	54	25.7
No response	3	2.6	11	5.2
Total	117	100.0	210	100.0

definite plans for next year, 61.1 percent of the respondents in the not arrested group stated that they were planning to return to either a regular school or a vocational school; 55.3 percent of the arrested once or more mentioned that they planned to return to regular or vocational school. Significant difference for the second choice plans (between the not arrested and arrested once or more groups) for next year occurred at the .01 level. The respondents for the arrested group indicated that twice as many of those who had made some definite plans for next year had been arrested once or more as compared to the same group who had no plans for next year.

Table 29

Plans Made for Next Year by the Not Arrested and the Arrested Once or More Croups, Alaska Native Dropout Study, 1970-1971

First Choice Plans for Next Year	Not Arrested		Arrested Once or More	
	No.	Percent	No.	Percent
Had definite plans	88	75.2	162	77.2
No definite plans	29	24.8	48	22.8
Total	117	100.0	210	100.0
First Choice Plans for Next Year				
Had definite plans	58	49.6	135	64.3
No definite plans	56	47.9	68	32.4
No response	3	2.6	7	3.3
Total	117	100.0	210	100.0

The writer felt that there needed to be a closer follow up between those who dropped out of school and the various agencies which have been established to help these students follow through with some acceptable plan for the future, whether it be returning to school or getting a job. Possibly one explanation for the high number of arrests for those who had made some kind of plans for next year may have resulted in not knowing how to accomplish their second choice objectives if they could not return to school. One other area which seemed to indicate the need for closer agency help for school dropouts was shown in Table 30. Significantly beyond the .01 level, more of the arrested group gave the name of some agency with which they have had some contact since leaving school. Among the agencies mentioned, the Bureau of Indian Affairs and the Neighborhood Youth Corps were mentioned more often by the total sample. From the table below it could be concluded that the majority of delinquents were in contact with some agency than were the non-delinquents. Although no suggestions for the differences between the agencies mentioned in the questionnaire were listed as possible reasons for delinquency. One possible suggestion for reducing the rate of delinquency among the school dropouts was to provide a closer follow up program for those who sought some agency help.

Table 31 presented data for the respondents in the not-arrested and arrested groups and their relationship with alcohol as a possibility for the high percent of arrests. In response to the statement, "Do your personal

Table 30

Response to Query "Have Any Agencies Helped You Since You Left School?" for the Not Arrested and the Arrested Once Or More Groups, Alaska Native Dropout Study, 1970-1971

Response	Not Arrested		Arrested Once or More	
	No.	Percent	No.	Percent
Some agency mentioned	70	59.8	156	74.3
No agency mentioned	47	40.2	54	25.7
Total	117	100.0	210	100.0

Table 31

Response to Question "Do Your Personal Drinking Habits Cause Trouble for You?" for the Not Arrested and the Arrested Once or More Groups, Alaska Native Dropout Study, 1970-1971

Does Alcohol Cause Trouble for You?	Not Arrested		Arrested Once or More	
	No.	Percent	No.	Percent
Yes	16	13.7	51	24.3
No	101	86.3	150	71.4
No response	—	—	9	4.3
Total	117	100.0	210	100.0

drinking habits cause trouble for you," significantly (beyond the .01 level) more of the respondents in the arrested group reported that their drinking habits caused trouble for them as compared to the not arrested group. It seemed that the use of alcohol and being arrested were related.

Table 32 showed the comparison between the number of times the respondents left school and the rate of arrests. The data below showed that there was a significant difference (beyond the .01 level) between the number of times the respondents left school and the rate of delinquency. The data presented below indicated that arrests occurred more often among those who left school two or more times. This increase in the arrest rate may be due to inadequate plans for those who left school. This could be an area of concern for agencies to follow up on the school dropouts and help them make adequate plans for what they wanted to achieve in life. It suggested that youngsters who have been arrested prior to dropping out of school needed special help or the pattern of being arrested continued and perhaps increased.

Summary

The sample studied were all school dropouts, and a comparison of arrested and non-arrested persons was made. The study on these two groups showed that there were significant differences. Significant differences in the sample occurred in such areas as sex (more males than females were arrested), ethnic background revealed that more Eskimos were in the

Table 32

Response to Question "Altogether, How Many Times Have You Left School?" for the Not Arrested and the Arrested Once or More Groups, Alaska Native Dropout Study, 1970-1971

Number of Times Respondent Left School	Not Arrested		Arrested Once or More	
	No.	Percent	No.	Percent
Once	88	75.2	125	59.5
Twice or More	29	24.8	85	40.5
Total	117	100.0	210	100.0

arrested group. Size of community was significant; there were fewer arrests in the smaller communities. In response to agency help, more arrests indicated that some form of agency help had been offered.

A Comparison of Dropouts from Rural Communities with Dropouts from Urban Communities

Introduction

It has long been noted that membership in a rural versus an urban community resulted in some sociological and psychological differences. The purpose of this section was an attempt to locate these differences in relation to the dropouts studied, hopefully to give some insight into causation. The sample used for community size spreads from zero population to over

15,000. For the purpose of this study the extreme ends of this spread were used for reasons of easier detection only. The terms used were urban and rural. In definition, rural consisted of dropouts from communities of zero to 200 in population. The term urban included dropouts living in communities from 3,000 to over 15,000 in size. The middle range of dropouts from communities of 200 to 3,000, as mentioned above, were not included in this analysis. The rural sampling equaled a total of 87 dropouts. The urban sampling equaled a total of 58 dropouts. A total of 58 percent of the ruralites came from a community size of 100 to 200. Of the urban sampling the largest percentage came from communities of 5,000 to over 15,000 in population. See Table 33.

Null Hypothesis

The null hypothesis under investigation was: there was no significant difference between dropouts from an urban community as opposed to those dropouts from a rural community.

The presentation and analysis of data of these two groups were organized into the following headings:

1. Family characteristics
2. Reasons students dropped out
3. Values of education held
4. Use of drugs and alcohol.

Table 33

Number and Percent of Those Dropouts Who Came from Different Sized Communities, Alaskan Native Dropout Study, 1970-1971

Size of Community	Number	Percent
Less than 50	4	2.3
Between 50 and 100	34	19.2
Between 100 and 200	49	28.3
Between 3,000 and 5,000	10	8.6
Between 5,000 and 15,000	28	24.2
Over 15,000	20	17.4
Total	145	100.0

Family Characteristics

The ethnic membership of the families of dropouts reflected that from the rural sample 51.7 percent were predominately Eskimo, with the next largest ethnic group being that of the Interior Indian (Athapascan), which showed 29.9 percent. The ethnic groups from the urban sample showed a contrasting picture with their highest membership of 48.3 percent being the Southeast Indian (Tlingit, Haida, etc.). The next highest percentage being mixed ethnic groups which was 27.6 percent. On the basis of these

figures, it seemed that the rural sample had a much less diluted and more pure ethnic sample than the urbanites. This was probably due to the many attractions cities have for many different kinds of people and opportunities versus the small controlled village. The families from urban communities in comparison with those from rural communities showed a difference in ethnic groupings.

In examination of the family structure it was observed that there was a significant difference relative to the number of dropouts living with both real parents of these two community groupings. In the rural sampling 69 percent lived with both natural parents most of their lives. The urban sampling showed 36.2 percent lived with both natural parents most of their lives. A much higher percentage of the ruralites lived with their natural parents in contrast to the urbanites. This same pattern followed down to current living situations. The highest figure showed 54 percent of the ruralites were presently living with both natural parents, while only 17 percent of the urbanites lived with their parents. One could speculate that the causation for this pattern was that in urban communities there would probably be more separation and divorce than in rural communities. This would account for the ruralites having lived more years with both real parents than the urbanites. Data indicated that 64.3 percent of the ruralites were still living with one or both of their parents, while this figure was 31 percent for the urban dropouts. The highest figure showed

that 41 percent of the urbanites lived with another person excluding parents, adoptive parents step parents and relatives. This difference in the figures may be due to the freedom of a big city, mobility and independence. Ruralites perhaps do not experience this freedom, have less opportunities and therefore have stronger ties with their natural parents.

Table 34

A Comparison of Urban Communities and Rural Communities with Regard to Who They Lived with Most of Their Lives, Alaskan Native Dropout Study, 1970-1971

	Rural		Urban	
	No.	Percent	No.	Percent
Both real parents	60	69.0	21	36.2
One real parent	11	12.6	19	32.8
One real parent and one step parent	5	5.7	8	13.8
Foster or adoptive parent	6	6.9	5	6.9
Other relatives	4	4.6	4	6.9
Other	1	1.1	1	1.7
Total	87	99.9	58	98.3

Again focused on the family structure there was a significant difference at the .05 level concerning who was head of the household in the dropouts' family. The factor that was tested here involved the father being

head versus all others. In the rural sampling 81.6 percent of the households were headed by the father Of the urban sampling, 48.3 percent of the families were under fathers' leadership. This again could be attributed to the mother's taking over in the absence of the father because of more divorce or separation in the cities. Also the more urban cultural influence of woman's new role and independence could shake some men loose from their strong leadership positions in the home.

A difference at the .05 level of significance was noted in comparing the means of support for rural versus urban communities. The samples indicated that hunting and fishing as a means of support accounted for 47 percent in the rural sample as compared to the urbans' 5 percent. This was of course supported through logic in that more fish and game would be found near a village as compared to a city. People of a smaller community tended to cling to the traditional methods of support as the more technical jobs found in the city would not be available. Another point was that tradition was stronger in rural than in urban areas. These and other reasons may account for the difference found here.

Reasons Students Dropped Out

Testing, at the .05 level of significance, the extent that the dropouts had trouble with other students contributing to their leaving school showed some difference. The rural sampling had 33.3 percent who dropped

outbecause they had some to a great deal of trouble with other students. The urban sampling showed 17.2 percent of the students dropped out for that reason. In asking the direct question if trouble where you lived caused you to leave school, 41.1 percent of the ruralites answered a great deal to some, while 29.3 percent of the urbanites answered a great deal to some. The reason for this could be that 75.8 percent of the ruralites attended some type of boarding school, either BIA or state. Data indicated that 96.6 percent of the urbanites attended public schools in their home cities. It would be logical to conclude that students living away from home in a boarding school with other students may have more problems in peer relationships than students who commuted daily from their homes. There may also be the factor involved that coming from a small community the aspect of simply adjusting to new people and situations may cause problems. It was interesting to note if the ruralites could do it over again 34.5 percent would choose to go to a public school in comparison to 14.9 percent who actually did attend a public school. It was found that a larger percentage wanted to attend public schools. When the urbanites were asked this same question 32.7 percent wished for the opportunity for attendance in a boarding school situation compared with 3.4 percent who actually did attend boarding schools. There seems to be some dissatisfaction with the kind of school attended. But since both groups felt this way it may simply reflect the principle of the "grass looking greener on the other side."

Another reason for dropping out of school was traced back to homesickness. When testing homesickness as a causation factor against the two samples of dropouts, it was discovered that 33.3 percent of the ruralites left school because homesickness affected them a great deal to some. This figure was compared to the urbanites' 3.4 percent who left school because of homesickness.

Table 35

A Comparison of Urban Communities and Rural Communities with Regard to Leaving School Because of Homesickness Alaskan Native Dropout Study, 1970-1971

	Rural		Urban	
	No.	Percent	No.	Percent
A great deal	8	9.2	2	3.4
Some	21	24.1	-	-
Hardly any	16	18.4	2	3.4
None	40	46.0	54	93.1
Total	85	97.7	58	99.9

In pinning any significant relationship to these statistics we kept in mind again that the rural communities' sampling had a much higher percent attending boarding school, so it would be evident that more would get homesick as compared to those urbanites who stayed at home while attending

school. It would be likely that a higher percentage of urbanites would get homesick if they too attended schools away from home while still young.

In testing parents' request to quit school and come home as an influence on the sample groups, 17.2 percent of the ruralites reported that parent's request influenced them some to a great deal in dropping out of school. This compares with 5.1 percent of the urbanites. Again the variable of being away from home would in part account for the parents' request of the ruralites' returning home.

According to the dropouts sampled, poor grades were not a reason for early school termination; however, 24.1 percent of the urbanites were failing as compared to 14.9 percent of the ruralites. As observed the ruralites had less reported failings than the urbanites. The difference here could probably relate to the boarding school system of teaching where the student received more individual attention geared to his abilities rather than the public school system which offered less individual attention. The two samplings saw themselves as about equal in abilities. Testing revealed that there was not a significant difference between the two sample groups relative to the number of students who dropped out more than once. There were 92 percent of the ruralite group and 81.1 percent of the urbanites who dropped out at least twice.

Values of Education Held

To look at the area of personal goals in education it was significant to note that 58.6 percent of ruralites checked that making money was a very to quite important factor in the profession chosen. Of the urbanites the figure was lower at 39.6 percent. From these figures it was deduced that the rural sampling placed more importance on money being an important factor in choosing what he will do for a vocation. When asked the question, "What definite plans have you made for next year?", the highest figures of both groups showed that they will return to school. Though 25.3 percent of the ruralites reported no definite plans and 17.2 percent of the urbanites reported no definite plans also. The ruralites indicated that they wanted more money, but were also the group who showed the lowest percentage for some type of future plans. This may suggest that their goals may be higher than the realities. See Table 36.

Turning the focus now to the parents it was reported that 50.6 percent of the rural dropouts' parents wanted their children to finish high school. The leading answer by the urban dropouts regarding their parents' desires for their child's education indicated 43.1 percent of the dropouts' parents wanted some years of high school for their children, but research also revealed that the parents of the urbanites wanted their children to attend trade, business, or college slightly more than the parents of the ruralites.

Table 36

A Comparison of Urban Communities and Rural Communities with Regard to What Definite Plans Have Been Made for Next Year Alaskan Native Dropout Study, 1970-1971

	Rural		Urban	
	No.	Percent	No.	Percent
I intend to return to a regular school program	37	42.5	22	37.9
I intend to work	10	11.5	5	8.6
I intend to go to vocational school	11	12.6	9	15.5
I will enter military service	1	1.1	1	1.7
I intend to get married	3	3.4	-	-
Other definite plans	3	3.4	11	19.0
No definite plans	22	25.3	10	17.2
Total	87	99.8	58	99.9

A significant difference between the two groups was discovered relative to the idea that being a native held one back from doing what he would like to do for a living. The figures for this question indicated 26.5 percent of the rural sample felt this a great deal or some, compared with 13.7 percent of the urbanite sample. A reason for this could be that the native Eskimo was discriminated against in Alaska and as mentioned in the beginning of this section there was a much larger percentage of Eskimos in the rural sample than the urban sample.

Use of Drugs and Alcohol

Among the urbanite sample, there were 70.7 percent who reported that alcohol had caused trouble in their homes. From the ruralite sample, there were 37.9 percent who perceived that drinking caused domestic problems in their homes. Indications that community problems relative to the use of alcohol were more prevalent in the urban sampling versus the rural were also discovered when tested at the .05 level of significance. A total of 48.3 percent of the city sampling reported that alcohol caused a great deal of problems in the community. The data indicated that 17.2 percent of the country sampling reported that the community was troubled by alcohol abuse.

Table 37

A Comparison of Urban Communities and Rural Communities with Regard to the Amount of Trouble Caused by Drinking in the Community, Alaskan Native Dropout Study, 1970-1971

	Rural		Urban	
	No.	Percent	No.	Percent
A great deal	15	17.2	28	48.3
Some	36	41.4	16	27.6
Hardly any	20	23.1	7	12.1
None	10	11.5	3	5.2
Don't know	4	4.6	4	6.8
Blank	2	2.2	-	-
Total	89	100.0	58	100.0

Both groups reported no significant differences when they were tested to see if in their opinion their personal drinking habits caused trouble for themselves. Both saw very little problems concerning their drinking. Either they did not drink or they did not see it as a problem, because they showed a much higher incidence of drinking in their families and communities than they did for themselves. The chart below reflected these findings.

Table 38

A Comparison of Urban Communities and Rural Communities with Regard to Their Personal Drinking Habits Causing Trouble for Them, Alaskan Native Dropout Study, 1970-1971

	Rural		Urban	
	No.	Percent	No.	Percent
Agree	12	13.8	14	24.1
Disagree	73	83.9	44	75.9
Blank	2	2.3	-	-
Total	87	100.0	58	100.0

In the area of drug usage 34.5 percent of the urbanites indicated that many people in the community were using drugs a great deal. A total of 3.4 percent of the rural sampling reported many people were using drugs a great deal in their community. Of interest, 73.6 percent of the rural group felt there was no drug use at all to their knowledge. This pattern again

followed through at the .05 level of significance on the question regarding usage of drugs in the school. Drugs were used more often in the city schools than the rural schools. The urban community showed 20.7 percent who stated they hardly knew of a drug problem as compared to the 50.6 percent response of the ruralites. It seemed as if Alcohol and drug usage were found in the larger communities more than in the smaller communities. This could reflect the tighter family ties and old traditions versus the new traditions and sometimes loose structure of the cities. Also it may be that drugs and alcohol were more readily available in the urban areas than in rural areas.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

General Characteristics

1. The Alaska Native high school dropout was equally as likely to be male as female; was approximately 17.8 years old; and had an average of 6.0 brothers and sisters.

2. The great majority, 91.3 percent were single as opposed to married. Most, 50 percent or more, had lived most of their lives with both natural parents; came from a village of less than 500; were sophomores or juniors at the time they they left school; had been arrested one or more times; were helping at home the majority of time they were out of school; had a brother or sister who also dropped out of school; and had not had any trouble as a result of the use of alcohol.

3. The Alaskan Native dropout had a variety of reasons for leaving school. The largest single reason excluding the response of "other" was "not liking school", 15.4 percent. Octobor was found to have the largest percentage of dropouts, 17.5 percent, with December being next with 13.0 percent.

4. A breakdown of the population by ethnic origin revealed 51.8 percent to be Eskimo; 7.5 percent Aleut; 14.2 percent Southeast Indian

(Tlingit, Haida, etc.); 16.0 percent Interior Indian; and 9.6 percent mixed.

5. If the Alaskan Native dropout were to return to school, 39.7 percent would prefer a BIA school either inside or outside Alaska, 37.4 percent a public school inside or outside Alaska, 3.0 percent a "church" school inside or outside Alaska, and 7.8 percent chose "other" as an alternative.

6. There were areas of significant difference in the 1970 dropout population as compared to the 1969 population. Less reported themselves as being Southeast Indian. More were attending boarding programs and more reported homesickness as a factor in the decision to leave school. Fewer students reported their first choice of definite plans for the next year to be returning to a regular school program, although more reported this alternative as their second choice. More students expressed a desire to talk to someone further about their future plans.

7. The lack of numerous significant differences between the findings of this study and the 1969-1970 Alaskan Native dropout study indicated that a degree of reliability has been achieved in the research.

Recommendations

1. Hopefully, some of the data collected here can be used to predict potential dropouts and potential situations which result in individuals leaving school. A system of predicting possible dropouts combined with close counseling may prove to be effective.

2. Examination of the boarding programs could identify measures which might be able to help relieve the element of homesickness.

3. Programs need to be undertaken to return those who drop out of school despite efforts to retain them, since this study showed that they do possess the desire to return.

4. Services should be provided those students who have requested a desire to talk to someone further about their future plans.

Students Attending School at Home Compared with Students Attending School Away from Home

The null hypothesis investigated in this particular dichotomy was that there were no significant differences in school experiences (reasons why they left school), when they left school, what occupied the major part of their time during absence from school, what holds them back from doing what they want to do for a living, and student's attitudes and self-image between the responses of students who attended school at home (N=152) and the students who attended school away fram home (N=173). The null hypothesis was rejected on the basis of the findings.

Conclusions

In this study a number of significant differences between AH respondents and AFH respondents were found. These significant differences between AH respondents and AFH respondents were: (1) more AH respondents

reported troubles with teachers as a reason for leaving school than AFH respondents; (2) more AFH respondents felt troubles where they lived contributed to their leaving school than AH respondents; (3) more AH respondents reported a dislike for school as a reason for leaving school than AFH respondents; (4) more AFH respondents stated that homesickness was a reason for leaving school than AH respondents; (5) more AFH respondents felt that troubles with students was a reason for their leaving school than AH respondents; (6) more AFH respondents dropped out of school from September to December and less dropped out from January to May than AH respondents; (7) more AFH respondents occupied the major part of their time "helping at home" since leaving school than AH respondents; (8) more AH respondents occupied the major part of their time being employed since leaving school than AFH respondents; (9) more AFH respondents felt that their ability to do well in school was holding them back from doing what they would like to do for a living than AH respondents; (10) more AFH respondents reported that what they did had little effect on what happened to them than AH respondents; (11) more AFH respondents felt there was little use in studying hard because you got the same grade anyhow than AH respondents; (12) more AH respondents felt that life as most people live it was really meaningless than AFH respondents.

Recommendations

Before we assumed the somewhat presumptuous role of making recommendations a brief word of caution was due. In the unrelenting face of objective evidence, scientific research, if you will, we may have a tendency to over stretch our bounds. In making recommendations the author did not offer them as the ultimate solutions to the problem of Alaskan Native high school dropouts, but as possible areas of consideration in the reduction of high school dropouts among Alaskan Natives.

It was observed that more AH respondents left school for reasons directly attributable to school itself (i.e., trouble with teachers and a dislike for school). Assuming that these reasons had to do with the myriad problems involved with the adjustment of Alaskan Natives to a white, middle class school system, action should be directed towards facilitating this adjustment. With adolescents group experiences may be particularly helpful in ventilating and receiving support for common feelings and problems. An adequate number of social group workers should be employed to fulfill this need of group experience to give support and understanding to native students in their adjustments to public school systems. Teachers should participate in seminars regarding the unique problems Alaskan Natives face in public schools. They need to be sensistized to the deleterious effect competition has on the natives.

A look at the AFH respondents revealed that more of them dropped out of school due to adjustmental problems associated with a new social and physical environment (i.e., homesickness, troubles where they lived and troubles with students). I think group experiences geared toward the understanding and handling of problems of homesickness, troubles with students and troubles where they lived would be beneficial. The students should be provided as many opportunities for outside activities as possible. The inactivity oftimes complicated the feelings of loneliness. Although high schools in the villages would not be the panacea for high school dropouts (not to consider the economic impossibilities) the concept of regional high schools being closer to the villages did seem particularly attractive. Faster action should be taken in completing this statewide plan for regional high schools. Also to help reduce some of the loneliness the parents of the students should be encouraged and in some cases helped to write letters to their children on a regular basis. Facilities should be provided to allow the students to phone home at least once a month to their villages if phone facilities are available. Another alternative would be to allow students and families to tape a letter to each other periodically. The villages and schools could be provided with tapes and tape recorders, thus allowing students to have voice contact with families in villages that don't have phones. If possible, former students should be employed to counsel those of their race, in a paraprofessional capacity.

It was found that more AFH respondents dropped out of school from September to December than from January to May. The converse was true for the AH respondents. This seemed to indicate that for the AFG respondents more attention should be given them from September to December. Perhaps the hiring of more staff during this period to aid in the implementation of some of the recommendations made earlier would be beneficial. Crisis intervention services during the first crucial months away from home and during the Christmas holidays might prove very effective in reducing some of the dropouts. With the AH respondents it appeared that the process should be reversed and intervention should be made in the months after December.

The large percentage of AFH respondents stating that "helping at home" occupied the major part of their time while out of school revealed a lack of follow-up on the native students that drop out of school. More contact should be made with the students who drop out to provide services of whatever nature necessary to help them accomplish what they want to do. In many cases counseling should be provided to help them determine what they wanted to do in the future. More coordination and cooperation between the various services agencies should be achieved in order to increase the contact and reduce repetition of some services.

The large number of AFH respondents reporting that the ability to do well in school was holding them back from doing what they wanted for a living,

might indicate some unrealistic expectations in regards to their scholastic achievement not commensurate with their abilities. A re-evaluation of scholastic expectations, or perhaps more important, a critical evaluation of the early educational training of the Alaskan Native may be necessary.

It was interesting to note that the AFH respondents agreed with the following statements more than AH respondents: what I did had little effect on what happens to me and there was little use in studying hard because you got the same grade anyway. This seemed to indicate a somewhat more fatalistic attitude of AFH respondents towards their evnironment, as if they didn't really have as much control over what happened to them. Perhsps more involvement of students in providing imput into the planning and implementation of programs and activities that directly affect their welfare would reduce some of these fatalistic attitudes.

More AH respondents reported that they felt that life as most people lived it was really meaningless. This has to do with the alienation effect associated with the large population areas they were living in. There should be learning experiences in school to help the native student feel meaning in his life. Also learning experiences around the white man's way of life should be provided to help the students see that in some ways they weren't aware there was meaning.

It was suggested that further research be conducted in the following areas:

1. A look at the quality of the state boarding home program.

2. A study of the specific dislikes that students had of school that precipitated their dropping out.

3. A look at the training and experience teachers received in dealing with the native in the classroosm.

4. An evaluation of the effect the competitive system has on native students concepts of their ability to do well in school.

Dropouts Planning to Return to Regular School Compared to Dropouts With Other Plans

The null hypothesis under investigation was that there were no significant differences between Alaskan Native dropouts with definite plans to return to regular school (the "regular school" group) and those Alaskan Native dropouts not planning to return to regular school (the "other plans" group). The null hypothesis was rejected because the two groups differed across four variables at statistically significant levels. There were also significant differences between the "regular school" group, the "vocational" group, and the "other plans" group.

Conclusions

Personal Characteristics and Attitudes

1. Significantly more dropouts from the "other plans" group were older.
2. Significantly more dropouts from the "other plans" group were married.

3. Significantly more dropouts from the "other plans" group agreed with the statement that "education really isn't as important as some people think."

Family and Personal Background

1. Fewer dropouts from the "other plans" group lived with at least one family member.

School Experience

1. Significantly more dropouts from the "regular school" group left school earlier and re-entered school after leaving it.

2. Significantly more dropouts from the "other plans" group gave the reason "didn't like school" as contributing to their dropping out of school. They also had more trouble with teachers.

3. Significantly more dropouts from the "regular school" group would prefer to return to school in Alaska if they had to do it over again.

4. Significantly more dropouts from the "other plans" group rated themselves below average in overall ability in comparison with their classmates.

Economic Factors

1. The dropouts from the "other plans" group had earned significantly more money since leaving school.

Compared with "Vocation" Group

1. Generally, the "vocational" group differed significantly from the "regular school" group in the same areas as did the "other plans" group. There were however other significant differences.

2. Significantly more dropouts from the "vocational" group were older and were males than for either of the other two groups.

3. Significantly more dropouts from the "other plans" group depended on hunting and fishing or welfare than for the "vocational" group and significantly more "vocational" dropouts depended on themselves for a means of support.

4. Significantly more parents of the dropouts from the "vocational" group wanted them to attend vocational school than was the case for either of the other two groups.

5. Significantly more "vocational" dropouts re-entered school after leaving than was the case of the "other plans" dropouts and significantly less "vocational" dropouts reported "not liking school" as a reason for leaving school than was the case for the "other plans" group.

6. Significantly less dropouts from the "vocational" group had trouble with other students than was the case for the dropouts from either of the other groups.

7. The "vocational" group reported "money for training and schooling" as a significantly greater problem than did the "other thans" group. They also rated "too much training needed to get jobs" as a significantly greater problem than did the dropouts from the other two groups. The "other plans" group listed being "needed at home" as a block to future vocational plans significantly more times than did the "vocational" dropouts.

8. The "vocational" dropouts rated being able "to develop . . . skills and ambitions," being "to help other people" as being significantly more important in choosing a career than did the other dropouts. They further rated "a steady job with security" as significantly more important than did the "other plans" group.

10. The "vocational" group and the "regular school" group received significantly more help from the B. I. A. than did the "other plans" group.

This researcher believed it was also important to mention that only the B. I. A. and the Neighborhood Youth Corps had given any significant help to the dropouts. The B. I. A. however did not give significant help to the "other plans" group and none of the other agencies gave any significant help. The "other plan" group further indicated that most of them had no definite plans, indicating a need for agency help.

Recommendations

1. It would be beneficial to determine the reasons why those students planning on returning to regular school left school in the first place. These reasong could not be conclusively stated from evidence drawn from the study and therefore it would be difficult to suggest programs that would keep the dropouts in school. Further research in this area needs to be done using possibly an open-ended response for reasons leaving school and by using a control group of those that did not leave school.

2. A follow-up study should be conducted on those students planning on returning to school (both regular school and vocational school) to determine if the students did in fact return to school, and if they did not, what were the reasons.

3. More agencies need to identify the dropouts and reach out to them with their services. It would be useful if a dropout's names were given to the various agencies at the time the student left school. The B. I. A. needs to make a greater effort to reach out to and help the "other plans" group.

4. Programs must be developed to assist the dropouts who do wish to return to school in actually fulfilling their plans.

5. Greater emphasis by school counselors, teachers, and social workers must be placed on helping students to gain better self-images and to develop a more positive attitude towards education. Further research needs to be conducted into the basis of these attitudes. Teachers must also develop more effective approaches toward helping the dropouts from the "other plans" group.

6. The educational system must be re-evaluated and if necessary changed to make it more relevant to the students needs. If a dropout is likely to be "economically rewarded" by dropping out of school by earning more money he will continue to leave school. There is also the possibility that vocational schools meet more of the needs of some students.

7. Some form of better educational opportunities need to be developed for the married dropout.

8. More research needs to be conducted in regard to how dropouts from the "vocational" group differ from the other two groups studied and the implications of these differences need to be determined.

Arrested Compared to Not Arrested Groups

The null hypothesis that there were no differences between "arrested" and "non-arrested" school dropouts was not supported. The arrested and not arrested groups differed in several areas at statistically significant levels.

Conclusions

1. Significantly more (58 percent) of the arrested group were male when compared with non-arrested group (33 percent).
2. A significantly larger proportion (58 percent) were Eskimos as compared to the non-arrested group where 41 percent were Eskimos.
3. Significantly more (52 percent) of the arrested group were from urban areas as compared to 47 percent who came from rural areas.
4. Nearly seventy percent of the arrested group provided some means of support to the family as compared to 43 percent on welfare and 36 percent receiving support from friends.
5. Seventy-four percent of the arrested group had some agency contact after dropping out of school as compared to 26 percent who had no contact with agencies.

6. Significantly more (24 percent) of the arrested group reported that alcohol had caused trouble for them whereas only 13 percent of the non-arrested group reported having trouble with alcohol.

In conclusion, the data suggested that arrested school dropouts were significantly different from non-arrested school dropouts in a number of ways.

Recommendations

A similar study should be conducted using a control group of non-dropout students to determine the characteristics in the variables tested for the delinquent dropout students.

A clear definition of what a legal arrest is may provide more reliability to the data.

Agencies which provide help to school dropouts may want to take a closer look at their programs in an attempt to help dropouts from becoming delinquents.

A Comparison of Dropouts from Rural Communities with Dropouts from Urban Communities

The null hypothesis under investigation was that there were no significant differences between the rural dropouts and the urban dropouts in the areas of family characteristics, reasons for early school termination, values of education held and use of drugs and alcohol. The null hypothesis was rejected on the basis of the following findings.

Conclusions

In relation to family characteristics these findings were discovered;

1. The rural sample had a much less diluted ethnic membership than the urbanites.

2. The structure of the rural group indicated that they were raised by and are currently living with both natural parents more as opposed to the urbanites.

3. The father was more often the head of the household in the rural sample than urban group.

In relation to why the students dropped out these findings were discovered:

1. Ruralites had more problems with other students and more problems where they lived which had an impact in their decision to leave school.

2. Other reasons for dropping out of school were traced back to homesickness and parents request to come home, which were largest among the rural sampling.

3. More boarding school students wanted to attend public schools, while more public school students wanted to attend boarding schools.

In relation to values of education held these findings were discovered;

1. A higher percentage of ruralites reported that money was a leading factor in choosing a vocation.

2. There was a higher percentage of ruralites who had made no definite plans for the next year.

3. Parents of the urbanites wanted their children to attend trade, business or college slightly more than the parents of the ruralites.

4. The ruralites felt that being a native held them back from doing what they wanted to do more than the urbanites.

In relation to the use of drugs and alcohol these findings were discovered;

1. Indications that family problems and community usage relative to the use of alcohol were more prevelant in the urban sampling.

2. Indications that usage of drugs in the community and school were more prevelant in the urban sampling.

Recommendations

1. A much larger percwnt of the boarding school students dropped out because of homesickness, parents request and trouble with other students than did students attending public schools. These problems would naturally evolve when young students are taken away from their homes and climatized to a new cultural environment. Perhaps a better answer would be small community education centers in these rural locations. By having these centers it would solve two problems. One by keeping the child at home and two by working out an involvement program for both parent and child to help them adjust with the

cultural change. The Eskimo at this writing was suspended between his own culture and the culture that has been imposed upon him without any opportunity to go through a transitional stage or to become a participating member of the new culture. Perhaps this plan would help in this adjustment.

2. Native Eskimos reported that being a native was a drawback. Everyone must have an identity. If this identity is a negative or hurtful one, then it can be very damaging. The Eskimo needs help to improve upon his identity.

3. Alcoholism and drug addiction are a symptom of a troubled society. From, "A Report on the Alaska Traveling Team", it indicated the prevalence of extensive drinking was obvious but the technicality for real alcoholism was clear. Episodic drinking was more the pattern than real alcoholism." More research need to be done in this area. While the problem of alcoholism was not unique to Alaska, it did appear to have several different dimensions when it was viewed from the socio-economic and geographical aspects of this state.

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APPENDIX A

OCCUPATIONAL CODES

The occupational codes were developed using the Dictionary of Occupational Titles as a guide. The first two digits of the DOT were applied to the occupations listed on the questionnaires as follows:

Classification	Occupation	Code Number	Total Number of Responses in Items 14, 15, 48, and 50 on Questionnaire
Professional, Technical and Managerial	Telephone engineer	00	3
	Architect; engineer	01	3
	Ranger	04	0
	Peace Corps; Vista	05	2
	Health aide; medical clerk; nurse; hospital pharmacist	07	30
	Gym teacher; head start teacher; teacher; "training"	09	21
	Librarian	10	1
	Lawyer	11	1
	Preacher	12	0
	Artist; native arts	14	17
	Eskimo dancer	15	2
	Accounting	16	2

	Coffee shop manager; expediter; oil distribution manager; postmaster; tribal relations; store manager	18	24
	Barge captain; "FAA"; fishing boat captain; pilot; probation officer; radio operator; social worker; welfare aide; X-ray technician; dormitory counselor	19	28
Clerical and Sales	Secretary; typist	20	34
	Stockboy	22	2
	Mailclerk	23	3
	"Clerical"; "NYC"; office worker	24	27
	Retail clerk; service station attendant	26	16
	Furniture store helper; car lot boy; pickup and delivery; vending machine maintenance	29	3
Service	Babysitting; laundry worker	30	13
	Cook; tavern operator; waiter; dishwasher	31	31
	Beautician	33	3
	Airline stewardess	35	2
	Firefighter; fireman; jailer; policeman; military service	37	33
	Janitor; maintenance man; "protective service"	38	33
	Housewife	39	197

Farming, Fishing, Forestry and Related	Reindeer leader	41	0
	Cannery worker; fisherman; "fishing"	43	113
	"Hunting"	45	14
	"Hunting and fishing"	49	36
Machine Trades	Machinist	60	1
	Sheet metal worker	61	0
	Mechanic	62	24
	Sawmill worker	66	1
Benchwork	Painting	74	3
	Carving	76	8
Structural	Welding	81	3
	Electrician; electronics	82	7
	Heavy equipment operator; highway construction	85	11
	Bricklayer; "construction"; carpenter; laborer; plumber; street cleaner	86	51
	"Foreman, Artic Research Lab"	89	0
Miscellaneous	Truck driver	90	6
	Airline employee; ambulance driver; bus driver; barge laborer; cab dispatcher; longshoreman; railroad employee	91	20

	Fork lift operator; warehouseman	92	0
	Miner; "oil rig"; "north slope"	93	1
	Woodcutter	94	1
	Power plant operator; "sewer superintendent"	95	1
Other Codes	"None"	99	144
	"Don't know"	98	107
	No response	Blank	107

Several of the answers were ambiguous or difficult to categorize due to being non-specific -- these were enclosed in quotation marks as recorded.

APPENDIX B

ALASKA STUDENT EDUCATIONAL INVENTORY*

Item Number	Frequency	Percent	
1	(mean)	17.8	Age
2			Sex
	160	48.2	1. Male
	172	51.8	2. Female
3			Marital Status
	29	8.7	1. Married
	303	91.3	2. Single
4			Race
	172	51.8	1. Eskimo
	25	7.5	2. Aleut
	53	16.0	3. Interior Indian (Athabascan)
	47	14.2	4. Southeast Indian (Tlingit, Haida, etc.)
	32	9.6	5. Mixed
	1	.3	6. Caucasian
	0	0	7. Negro
	1	.3	8. Other
	1	.3	9. Blank
5			I re-entered school after leaving
	102	30.7	1. Yes
	229	69.0	2. No
	1	.3	3. No response

(By village locator code) Where did you live most of your life?

*It should be noted that the total sample was (N=332) and the figures in this appendix are based on that number.

Item Number	Frequency	Percent	
6			What size was that community?
	4	1.2	1. Less than 50
	34	10.2	2. Between 50 and 100
	49	14.8	3. Between 100 and 200
	104	26.3	4. Between 200 and 500
	30	9.0	5. Between 500 and 1,000
	51	15.4	6. Between 1,000 and 3,000
	10	3.0	7. Between 3,000 and 5,000
	28	8.4	8. Between 5,000 and 15,000
	20	6.0	9. Over 15,000
	2	.6	10. No response

(By village locator code) Where did you live at the time you left school?

7			Who did you live with most of your life?
	0	0	1. Alone
	211	63.6	2. Both real parents
	60	18.1	3. One real parent
	20	6.0	4. One real parent and one step parent
	22	6.6	5. Foster or adoptive parents
	11	3.3	6. Other relatives
	8	2.4	7. Other - specify
	0	0	8. No response
8			Who do you now live with?
	147	44.3	1. Both real parents
	38	11.4	2. One real parent and one step parent
	18	5.4	3. Foster or adoptive parents
	33	9.9	4. Other relatives
	86	25.9	5. Other
	2	.6	6. No response
9			What is the marital status of the people you have lived with most of your life?
	252	75.9	1. Married
	9	2.7	2. Single
	21	6.3	3. Divorced
	16	4.8	4. Separated
	22	6.6	5. Father deceased
	10	3.0	6. Mother deceased
	1	.3	7. Both deceased
	1	.3	8. No response

Item Number	Frequency	Percent	
10	(mean 6.0)		How many children <u>besides yourself</u> were there in the house where you grew up?
11	(mean 2.4)		How many of these children were <u>older</u> than you?
12	(mean 1.2)		How many of your brothers and sisters have left school before graduating?
13			Who was the head of the household where you grew up?
	241	72.6	1. Father
	50	15.1	2. Mother
	9	2.7	3. Step Father
	0	0	4. Step Mother
	3	.9	5. Foster Father
	0	0	6. Foster Mother
	8	2.4	7. Adoptive Father
	2	.6	8. Adoptive Mother
	18	5.4	9. Other - specify
	1	.3	10. No response
14	(See Appendix A)		We would like to know what your parents (or step parent) do for a living. What is the job called?
15	(See Appendix A)		Fill in the occupation of the person(s) who support the family (Be specific)
			_____ Father
			_____ Mother
			How much do each of the following contribute to the support of your family?
16			1. Father or Mother
	215	64.8	1. A great deal
	61	18.4	2. Some
	22	6.6	3. Not much
	24	7.2	4. None
	10	3.0	5. No response

Item Number	Frequency	Percent	
17			2. Hunting and fishing
	112	33.7	1. A great deal
	106	31.9	2. Some
	36	10.8	3. Not much
	71	21.4	4. None
	7	2.1	5. No response
18			3. Welfare (DPW-State)
	43	13.0	1. A great deal
	63	19.0	2. Some
	23	6.9	3. Not much
	186	56.0	4. None
	17	5.1	5. No response
19			4. Welfare (BIA-Gen. Asst.)
	17	5.1	1. A great deal
	35	10.5	2. Some
	30	9.0	3. Not much
	228	68.7	4. None
	22	6.6	5. No response
20			5. Unemployment insurance
	6	1.8	1. A great deal
	35	10.5	2. Some
	20	6.0	3. Not much
	245	73.8	4. None
	24	7.2	5. No response
21			6. Relatives
	24	7.2	1. A great deal
	66	19.9	2. Some
	45	13.6	3. Not much
	181	54.5	4. None
	16	4.8	5. No response
22			7. Friends
	20	6.0	1. A great deal
	45	13.6	2. Some
	44	13.3	3. Not much
	209	63.0	4. None
	14	4.2	5. No response

Item Number	Frequency	Percent	
23			8. Other
	13	3.9	1. A great deal
	27	8.1	2. Some
	22	6.6	3. Not much
	236	71.1	4. None
	31	9.3	5. No response
	3	.9	9. Blank
24			9. Yourself
	34	10.2	1. A great deal
	105	31.6	2. Some
	76	22.9	3. Not much
	100	30.1	4. None
	15	4.5	5. No response
	2	.6	9. Blank
25			Which of the above contributed the most?
	208	62.7	1. Father or mother
	37	11.1	2. Hunting or fishing
	33	9.9	3. Welfare (DPW-State)
	10	3.0	4. Welfare (BIA-Gen. Asst.)
	1	.3	5. Unemployment Insurance
	5	1.5	6. Relatives
	3	.9	7. Friends
	9	2.7	8. Others (specify)
	13	3.9	9. Yourself
	13	3.9	10. Blank

(By village locator code) Where were you attending when you left school?

To what extent did the following contribute to your school?

26			1. Poor grades
	33	9.9	1. A great deal
	120	36.1	2. Some
	71	21.4	3. Hardly any
	104	31.3	4. None
	4	1.2	5. No response

Item Number	Frequency	Percent	
27			2. Trouble with teachers
	34	10.2	1. A great deal
	65	19.6	2. Some
	60	18.1	3. Hardly any
	170	51.2	4. None
	3	.9	5. No response
28			3. Trouble where I lived
	42	12.7	1. A great deal
	77	23.2	2. Some
	53	16.0	3. Hardly any
	155	46.7	4. None
	5	1.5	5. No response
29			4. Trouble with students
	19	5.7	1. A great deal
	64	19.3	2. Some
	58	17.5	3. Hardly any
	185	55.7	4. None
	6	1.8	5. No response
30			5. Didn't like school
	70	21.1	1. A great deal
	100	30.1	2. Some
	28	8.4	3. Hardly any
	129	38.9	4. None
	5	1.5	5. No response
31			6. Family problems
	30	9.0	1. A great deal
	61	18.4	2. Some
	49	14.8	3. Hardly any
	188	56.6	4. None
	4	1.2	5. No response
32			7. Parents request
	16	4.8	1. A great deal
	21	6.3	2. Some
	11	3.3	3. Hardly any
	278	83.7	4. None
	6	1.8	5. No response

Item Number	Frequency	Percent	
33			8. Homesickness
	19	5.7	1. A great deal
	73	22.0	2. Some
	40	12.0	3. Hardly any
	194	58.4	4. None
	6	1.8	5. No response
34			9. Other - specify
	82	24.7	1. A great deal
	18	5.4	2. Some
	9	2.7	3. Hardly any
	182	54.8	4. None
	38	11.4	5. No response
	2	.6	6. Blank
35			Which of the above reasons is the most important for your leaving school? Circle the number which matches this reason.
	36	10.8	1. Poor grades
	34	10.2	2. Trouble with teachers
	41	12.3	3. Troubles where I lived
	20	6.0	4. Trouble with students
	51	15.4	5. Didn't like school
	29	8.7	6. Family problems
	10	3.0	7. Parents' request
	16	4.8	8. Homesickness
	84	25.3	9. Other - specify
	11	3.3	10. No response
36			What were your grades at the time you left school?
	166	50.0	1. Passing
	51	15.4	2. Failing
	114	34.3	3. Unknown
	1	.3	Blank

Item Number	Frequency	Percent	
37			What type of school did you attend?
	21	6.3	1. BIA day school
	78	23.5	2. BIA boarding school
	64	19.3	3. State boarding home program
	31	9.3	4. State boarding school
	131	39.5	5. Public school
	3	.9	6. Private school
	3	.9	7. Other
	1	.3	8. No response
38			What grade were you in when you left school?
	80	24.1	1. 9
	96	28.9	2. 10
	97	29.2	3. 11
	44	13.3	4. 12
	5	1.5	5. Ungraded
	1	.3	6. No response
	9	2.7	9. Blank
39			What month did you leave school? (Code according to month number)
	33	9.9	1. September
	58	17.5	2. October
	38	11.4	3. November
	43	13.0	4. December
	35	10.5	5. January
	21	6.3	6. February
	40	12.0	7. March
	27	8.1	8. April
	30	9.0	9. May
	6	1.8	10. No response
40			Looking at yourself in comparison with your other classmates, how do you feel that you rank in terms of your overall ability?
	7	2.1	1. I rank very high
	69	20.8	2. I rank somewhat above average
	160	48.2	3. I rank above average
	68	20.5	4. I rank a little below average
	18	5.4	5. I rank almost at the bottom
	10	3.0	6. No response

Item Number	Frequency	Percent	
41			Think of your best friends. How many are planning on getting further education or training?
	8	2.4	1. None of them
	70	21.1	2. Not very many of them
	73	22.0	3. About half of them
	144	43.4	4. Most of them
	32	9.6	5. All of them
	5	1.5	6. No response
42			How much education do your parents want you to have?
	8	2.4	1. Some years of high school
	178	53.6	2. They want me to finish high school
	25	7.5	3. They want me to get a couple of years of college
	22	6.6	4. They want me to go to a business or trade school
	13	3.9	5. They want me to get a college degree
	8	2.4	6. They want me to get a college degree plus additional years of education afterward
	75	22.6	7. We have not discussed it
	3	.9	8. No response
			What definite plans have you made for next year?
43			1st choice
	154	46.4	1. I intend to return to a regular school program
	29	8.7	2. I intend to work
	35	10.5	3. I intend to go to vocational school
	8	2.4	4. I will enter military service
	7	2.1	5. I intend to get married
	20	6.0	6. Other definite plans
	74	22.3	7. No definite plans
	5	1.5	8. No response

Item Number	Frequency	Percent	
44			2nd choice
	67	20.2	1. I intend to return to a regular school program
	63	19.0	2. I intend to work
	26	7.8	3. I intend to go to vocational school
	12	3.6	4. I will enter military service
	5	1.5	5. I intend to get married
	23	6.9	6. Other definite plans
	122	36.7	7. No definite plans
	10	3.0	8. No response
	4	1.2	
45			Altogether, how may times have you left school?
	215	64.8	1. 1
	83	25.0	2. 2
	14	4.2	3. 3
	15	4.5	4. 4 or more
	0	0	5. None
	2	.6	6. No response
	3	.9	
46			Have you repeated any grades? If so, how many?
	103	31.0	1. 1
	33	9.9	2. 2
	12	3.6	3. 3
	5	1.5	4. 4 or more
	4	1.2	5. None
	105	31.6	6. No response
	64	19.3	7. Zero
	6	1.8	8. Blank
47			What has occupied the major part of your time since you left school?
	52	15.7	1. Employed
	25	7.5	2. Unemployed
	5	1.5	3. In the military
	10	3.0	4. Vocational training
	168	50.6	5. Helping at home
	26	7.8	6. Re-enrolled in school
	19	5.7	7. Married - housewife
	23	6.9	8. Other - specify
	3	.9	
	1	.3	

Item Number	Frequency	Percent	
48	(See Appendix A)		If you are working, what is your occupation? _____
49	(mean 484.0)		How much money have you made since you left school? (Write in amount)_____
50	(See Appendix A)		Have any agencies helped you since you left school? If so, which ones? Specify.
51			How many jobs have you had since leaving school?
	151	45.5	1. 1
	54	16.3	2. 2
	22	6.6	3. 3
	7	2.1	4. 4
	5	1.5	5. 5
	1	.3	6. 6
	0	0	7. 7
	0	0	8. 8
	3	.9	9. 9 or more
	10	3.0	10. No response
	79	23.8	
52			How did you get your present job?
	123	37.0	1. Unemployed
	58	17.5	2. Personal contact
	22	6.6	3. Family
	0	0	4. Newspaper advertisement
	22	6.6	5. Friends
	2	.6	6. Teacher
	5	1.5	7. Counselor
	18	5.4	8. Manpower center
	30	9.0	9. Other - specify
	37	11.1	10. No response
	15	4.5	
53	(See Appendix A)		What would you really like to do for a living? _____

Item Number	Frequent	Percent	
54			How happy are your parents with your choice of life's work? 1. They are not at all happy 2. They are not very happy 3. They are somewhat happy 4. They are quite happy 5. They are very happy 6. We have never talked about it 7. No response
			Please check how important each of the following is for you personally in choosing what you want to do for a living.
55	44	13.3	1. To make lots of money
	116	34.9	1. Very important
	68	20.5	2. Quite important
	87	26.2	3. Somewhat important
	43	13.0	4. Not very important
	15	4.5	5. Not at all important
	1	.3	6. No response
56	18	5.4	2. To have people look up to you and respect you
	81	24.4	1. Very important
	98	29.5	2. Quite important
	79	23.8	3. Somewhat important
	50	15.1	4. Not very important
	20	6.0	5. Not at all important
	4	1.2	6. No response
57	52	15.7	3. To have lots of <u>friends</u> and work with people
	158	47.6	1. Very important
	104	31.3	2. Quite important
	47	14.2	3. Somewhat important
	15	4.5	4. Not very important
	6	1.8	5. Not at all important
	2	.6	6. No response

Item Number	Frequency	Percent	
58	87	26.2	4. To have a steady job with security
	178	53.6	1. Very important
	78	23.5	2. Quite important
	43	13.0	3. Somewhat important
	18	5.4	4. Not very important
	10	3.0	5. Not at all important
	5	1.5	6. No response
59	35	10.5	5. To have a pride in doing a good job
	206	62.0	1. Very important
	80	24.1	2. Quite important
	30	9.0	3. Somewhat important
	10	3.0	4. Not very important
	3	.9	5. Not at all important
	3	.9	6. No response
60	50	51.8	6. To help other people
	172	51.8	1. Very important
	102	30.7	2. Quite important
	36	10.8	3. Somewhat important
	16	4.8	4. Not very important
	3	.9	5. Not at all important
	3	.9	6. No response
61	40	12.0	7. To be able to develop your skills and ambitions
	173	52.1	1. Very important
	88	26.5	2. Quite important
	52	15.7	3. Somewhat important
	10	3.0	4. Not very important
	6	1.8	5. Not at all important
	3	.9	6. No response
62	5	1.5	8. To have people do what you say
	37	11.1	1. Very important
	49	14.8	2. Quite important
	74	22.3	3. Somewhat important
	109	32.8	4. Not very important
	60	18.1	5. Not at all important
	3	.9	6. No response

Item Number	Frequency	Percent	
			How much do each of the following hold you back from doing what you would like to do for a living?
63	83	25.0	1. Money for training or schooling
	82	24.7	1. A great deal
	100		2. Some
	75		3. Not much
	70		4. None
	4	1.2	5. No response
64	57	17.2	2. Ability to do well in school
	73	22.0	1. A great deal
	112	33.7	2. Some
	72	21.7	3. Not much
	71	21.4	4. None
	4	1.2	5. No response
65	37	11.1	3. Too much training needed to get jobs
	49	14.8	1. A great deal
	80	24.1	2. Some
	94	28.3	3. Not much
	97	29.2	4. None
	12	3.6	5. No response
66	5	1.5	4. Being a native
	43	13.0	1. A great deal
	39	11.7	2. Some
	71	21.4	3. Not much
	174	52.4	4. None
	3	1.5	5. No response
67	50	15.1	5. The fear of failure
	36	10.8	1. A great deal
	89	26.8	2. Some
	84	25.3	3. Not much
	118	35.5	4. None
	5	1.5	5. No response

Item Number	Frequency	Percent	
68	52	15.7	6. Being needed at home
	50	15.1	1. A great deal
	91	27.4	2. Some
	79	23.8	3. Not much
	108	32.5	4. None
69	22	6.6	7. Other, specify
	20	6.0	1. A great deal
	9	2.7	2. Some
	6	1.8	3. Not much
	235	70.8	4. None
	54	16.3	5. No response
			Since leaving school have you received help or assistance from:
70	61	18.4	1. BIA
	233	70.2	1. None
	17	5.1	2. Little contact - no help
	5	1.5	3. Much contact - no help
	50	15.1	4. Little contact - much help
	23	6.9	5. Much contact - much help
	4	1.2	6. Blank
71	6	1.8	2. Vocational Rehabilitation
	291	87.7	1. None
	14	4.2	2. Little contact - no help
	3	.9	3. Much contact - no help
	11	3.3	4. Little contact - much help
	5	1.5	5. Much contact - much help
	8	2.4	
72	28	8.4	3. Welfare
	274	82.5	1. None
	7	2.1	2. Little contact - no help
	4	1.2	3. Much contact - no help
	17	5.1	4. Little contact - much help
	21	6.3	5. Much contact - much help

Item Number	Frequency	Percent	
73	33	9.9	4. Manpower Center
	262	78.9	1. None
	20	6.0	2. Little contact - no help
	10	3.0	3. Much contact - no help
	25	9.5	4. Little contact - much help
	10	3.0	5. Much contact - much help
	5	1.5	
74	58	17.5	5. Neighborhood Youth Corps
	223	67.2	1. None
	21	6.3	2. Little contact - no help
	7	2.1	3. Much contact - no help
	46	13.9	4. Little contact - much help
	28	8.4	5. Much contact - much help
	7	2.1	6. Blank
75	2	.6	6. Youth Opportunity Corps
	311	93.7	1. None
	5	1.5	2. Little contact - no help
	2	.6	3. Much contact - no help
	6	1.8	4. Little contact - much help
	1	.3	5. Much contact - much help
	7	2.1	6. Blank
76	4	1.2	7. Community Action Program
	299	90.1	1. None
	5	1.5	2. Little contact - no help
	6	1.8	3. Much contact - no help
	9	2.7	4. Little contact - much help
	6	1.8	5. Much contact - much help
	7	1.2	6. Blank
77	23	6.9	8. Other
	262	78.9	1. None
	6	1.8	2. Little contact - no help
	0	0	3. Much contact - no help
	13	3.9	4. Little contact - much help
	11	3.3	5. Much contact - much help
	36	10.8	6. No response

Item Number	Frequency	Percent	
			For each of the statements below mark whether you agree or disagree
78			What I do will have little effect on what happens to me
	135	40.7	1. Agree
	190	57.2	2. Disagree
	6	1.8	3. Blank
79			If I set my mind to it, I can do anything I want
	258	77.7	1. Agree
	71	21.4	2. Disagree
	3	.9	3. Blank
80			It doesn't do much good to plan for the future
	83	25.0	1. Agree
	247	74.4	2. Disagree
	2	.6	3. Blank
81			It is O.K. to cheat a little to get what one wants
	29	8.7	1. Agree
	301	90.7	2. Disagree
	2	.6	3. Blank
82			Education really isn't as important as some people think
	57	17.2	1. Agree
	271	81.6	2. Disagree
	4	1.2	3. No response
83			There is little use in studying hard because you get the same grade anyway
	63	19.0	1. Agree
	267	80.4	2. Disagree
	2	.6	3. Blank

Item Number	Frequency	Percent	
84			These days a person doesn't really know who he can count on
	189	56.9	1. Agree
	138	41.6	2. Disagree
	5	1.5	
85			Life as most people live it is really meaningless
	88	26.5	1. Agree
	232	69.9	2. Disagree
	11	3.3	?. No response
86			Have you ever been arrested? If so, how many times
	117	35.2	1.
	36	10.8	2. 2
	12	3.6	3. 3
	12	3.6	4. 4
	7	2.1	5. 5
	3	.9	6. 6
	5	1.5	7. 7
	18	5.4	8. 8 or more
	55	16.6	9. No
	62	18.2	10. Zero
87			If you had it to do again, what kind of school would you prefer
	99	29.8	1. BIA inside Alaska
	66	19.9	2. BIA outside Alaska
	95	20.6	3. Public school inside Alaska
	26	7.8	4. Public school outside Alaska
	8	2.4	5. Church school inside Alaska
	2	.6	6. Church school outside Alaska
	26	7.8	7. Other, specify
88			Would you like to talk to someone about your future plans?
	200	60.2	1. Yes
	119	35.8	2. No
	13	3.9	3. No response

Item Number	Frequency	Percent	
89			Election district of community names in columns 11-13 of card 1.
			We would like to ask your opinion on a few questions related to the use of alcohol and drugs. Your response will be kept in complete confidence and will be of real value to us, but again you may choose not to respond to any item.
90			Do your personal drinking habits cause trouble for you?
	67	20.2	1. Yes
	253	76.2	2. No
	12	3.6	3. Blank
91			Has the use of alcohol caused trouble in your family?
	152	45.8	1. Yes
	165	49.7	2. No
	15	4.5	3. Blank
92			In the community where you live how much trouble results from the use of alcohol?
	99	29.8	1. A great deal
	110	33.1	2. Some
	65	19.6	3. Hardly any
	34	10.2	4. None
93			To what extent do you feel drugs are being used by the young people in your community?
	31	9.3	1. A great deal by many people
	14	4.2	2. A great deal by a small number of people
	23	6.9	3. Some, by many people
	35	10.5	4. Some, by a small number of people
	46	13.9	5. Hardly any
	172	51.8	6. None to my knowledge
	11	3.3	7. Blank

Item Number	Frequency	Percent	
94			To what extent do you feel drugs were being used by the students in your school?
	25	7.5	1. A great deal by many students
	21	6.3	2. A great deal by a small number of students
	53	16.0	3. Some, by some students
	37	11.1	4. Some, by a small number of students
	42	12.7	5. Hardly any
	142	42.8	6. None to my knowledge
	12	3.6	7. Blank
95			Would you like us to leave with you one of our envelopes and a form requesting further service? (discuss use of form)
	185	55.7	1. Form letter left
	80	24.1	2. Form letter not left
	67	20.2	3. Blank

VITA

William Eaton Hatch, born October 2, 1943, in Los Angeles, California. Graduated from Van Nuys High School in June 1961. Attended Brigham Young University from September 1961 to June 1965. Graduated with a B. S. in Psychology and Sociology. Served an L.D.S. mission for two years (October 1965 - January 1968) in Argentina. Served in the U. S. Army from October 1968 to June 1970. While in the U. S. Army served thirteen months in the Republic of Korea. First year field placement was at Fort Duchesne, Utah, the Uinta Ouray Indian Reservation. Worked as a social worker for the Bureau of Indian Affairs in Nome, Alaska, June 1971 to September 1971. Second year field placement was at L.D.S. Social Services, Salt Lake City, Utah. Graduated from University of Utah with M.S.W. in June 1972.

VITA

Glen Ray Lambert was born in Lethbridge, Alberta, Canada, on March 1, 1946. He was raised in both California and Utah and graduated from Olympus High School. In 1964 he entered Brigham Young University and attended there on an academic and leadership scholarship from 1964-1966. From 1966 through 1968 Mr. Lambert served an L.D.S. mission in the Appalachian region. He returned to B.Y.U. in 1968 and graduated in 1970 with a B. S. in Sociology with further emphasis in political science, psychology, and social work. While at B.Y.U., Mr. Lambert held numerous positions including Administrative Assistant over Student-Administration-Faculty Relations (1969-1970).

In the Fall of 1970, Mr. Lambert entered the Graduate School of Social Work at the University of Utah on a N.I.M.H. stipend (psychiatric social work). His previous experience had been at the American Fork Training School (1963) and at the Utah State Hospital (1969-1970). His first year field placement was in Jordan School District and his second year field placement was at the Department of Psychiatry, University of Utah Medical Center. In addition to this he did volunteer community organization work for Peoples Freeway, Inc. He received his M.S.W. degree in June, 1972.

VITA

Ann McMurray was born August 27, 1950, in Salt Lake City, Utah. She attended Salt Lake schools, graduating from Skyline High School in 1968. She entered the University of Utah on an academic honors scholarship. She completed a B. S. degree in sociology in August, 1970, graduating with honors.

She entered the Graduate School of Social Work in September, 1970, on a National Institute of Mental Health stipend. Her first year field placement was at the L.D.S. Children's Psychiatric Center at Primary Children's Hospital. During her two years of study, she worked for the Bureau of Indian Affairs in Juneau, Alaska, as a Social Services Representative. Her second year field placement was with the Davis County Pupil Personnel.

VITA

Cecil L. Smith was born December 31, 1942 in Murray, Utah. He was raised in Midvale, Utah. In 1961 he graduated from Jordan High School. Cecil fulfilled a two-year mission for the Church of Jesus Christ of Latter-day Saints in Scotland from 1963 to 1965. Cecil fulfilled his military responsibility through the Army Reserves where he was stationed at Fort Ord, California, for six months active duty. On January 30, 1970, he married Carol Joy Kunzler in the Logan L.D.S. temple. Mr. Smith received a B.S. from Brigham Young University, 1970, with a social work major and a minor in recreation. In June, 1972 he graduated from the University of Utah Graduate School of Social Work with an M.S.W. His first year field placement was at Fort Duchesne, Utah. Second year field placement was with the Salt Lake City Pupil Personnel.

VITA

Kathryn Fife Thomas was born August 9, 1947 in Detroit, Michigan. Upon spending two years in Detroit her family moved to Sacramento, California, where they made their permanent home. She graduated from El Camino High School in 1965 and attended one year at American River College, while in Sacramento. In 1967 she attended Brigham Young University in Provo, Utah. She received her B.S. degree with a major in Social Work and a minor in Psychology. The following year, 1971, she attended the University of Utah Graduate School of Social Work in Salt Lake City, Utah. On November 24, 1971 she married John Craig Thomas, making their home in Salt Lake City, Utah.